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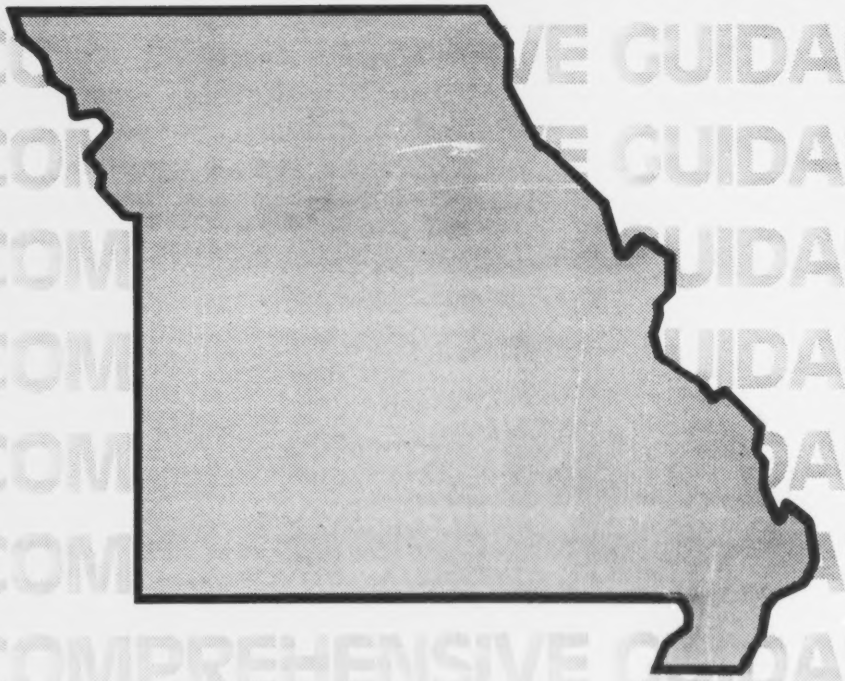
ABSTRACT

This extensive kit provides guidance materials for use with elementary school students. The first five sections of the kit include structural and programmatic component descriptions; directions on implementing the Missouri Comprehensive Guidance Program Model; discussion on involving administrators and teachers; and information on evaluating the Comprehensive Guidance Program. Lesson plans are in the appendix which makes up the bulk of the document. The first part of the lessons plans are targeted to elementary level kindergarten through grade three. The second part of the lesson plans are targeted to elementary level grades four through six. The focus of each part is on these areas: career planning; knowledge of self and others; and educational and vocational development. Each of these lesson plans provides the following types of information: (1) area of focus; (2) competency to which the plan relates; (3) category of plan; (4) time required, group size, grade level, and materials; (5) an introduction to the purpose of the lesson; (6) the procedure; and (7) observation notes. Handouts (drawings, comics, forms) supplementing the lesson plans are included. The last section of the appendix presents a list of guidance competencies and academic learner outcomes. The guidance competencies are listed on the left side of each page. Identified, related academic learner outcomes, expressed as key skills/core competencies, appear directly across on the right side of the page. (ABL)

ED349486

[Elementary (K-6) Guidance Kit]

MISSOURI



COMPREHENSIVE GUIDANCE

a model for program development, implementation, and evaluation

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MISSOURI

COMPREHENSIVE

GUIDANCE

A MODEL FOR PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION

Revised 1991

MISSOURI COMPREHENSIVE GUIDANCE:
A Model for Program Development and Implementation

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SECTION I

INTRODUCTION

SECTION I

INTRODUCTION

"Missouri Guidance, Counseling and Placement: A Vital Link to Excellence in Education."

Excellence in Education is a major theme in Missouri education. It calls for a strong and enduring commitment to our public school system and the development of a tangible, concise plan to bring about reform. There is a general belief that our public schools are at a critical point and that some priorities must change if our schools are to provide the education that will enable youth to fully function in society. Comprehensive guidance programs are vital if excellence in education is to be achieved.

Because of the need to refocus guidance activities and develop guidance within a **"programmatic framework,"** the Missouri Department of Elementary and Secondary Education began to field test a proposed model for guidance in selected school districts during the 1984-85 school year. In 1986-87 twenty-five additional school districts were involved in implementing and refining the program.

The model for program development, implementation, and evaluation that follows is based on results obtained from the pilot school districts. **While it is a State Model, local districts have the flexibility to modify the model to meet local needs.**

Throughout the field testing process, numerous task forces comprised of approximately 125 elementary, middle school, high school counselors, building-level administrators, district superintendents and central office staff provided direction concerning the content, structure and implementation procedures for the model.

Purpose

The primary purpose of the Missouri Comprehensive Guidance Program Model is to help districts plan, develop, implement, and evaluate comprehensive and systematic guidance programs in kindergarten through grade twelve.

Rationale

The Missouri Comprehensive Guidance Program Model when fully implemented will provide:

1. **a guidance program that reaches 100% of the student population.**
2. **a programmatic approach to guidance.**
3. **accountability for guidance programs, as required by the Missouri School Improvement Program.**
4. **counselors who devote full time to the program through the elimination of non-guidance tasks.**
5. **for the identification and achievement of student competencies through the guidance program.**

Benefits of the Model Guidance Program

Benefits for Students:

1. Promotes knowledge and assistance in career exploration and development
2. Develops decision-making skills
3. Increases knowledge of self and others
4. Broadens knowledge of our changing world
5. Increases opportunities for counselor-student interaction
6. Develops a system for students' long-range planning

Benefits for Parents:

1. Provides support for parents regarding each child's educational development
2. Increases opportunities for parent/counselor interaction
3. Enables parents to obtain resources when needed
4. Assures parents that all children will receive services from the guidance program

Benefits for Teachers:

1. Encourages positive, supportive working relationships
2. Provides a team effort to address "Key Skills and Core Competencies"
3. Defines the role of the counselor as an educator

Benefits for Administrators:

1. Provides program structure with specific content
2. Provides a means of evaluating the guidance program (accountability)
3. Enhances the image of the guidance program in the community

Benefits for Local Boards of Education:

1. Provides a rationale for including a comprehensive guidance program in the school system
2. Provides program information to district patrons
3. Provides a basis for determining funding allocations
4. Provides ongoing data relative to the attainment of student competencies through the guidance program

Benefits for Business, Industry and Labor

1. Provides increased opportunity for collaboration among counselors and business, industry, and labor
2. Enhances the role of the counselor as a resource person
3. Increases opportunities for business, industry and labor to participate actively in the total school program
4. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity

Benefits for Guidance Personnel:

1. Provides a clearly defined role and function
2. Reduces or strives to eliminate non-guidance functions
3. Offers the opportunity to reach a large majority of students
4. Provides a tool for program management
5. Outlines clearly defined responsibilities for specific student competencies
6. **Addresses the guidance program standards and indicators in the Missouri School Improvement Program**

Model Guidance Program Definition

Guidance and Counseling is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. The Guidance Program includes:

1. **Guidance Curriculum**
2. **Individual Planning**
3. **Responsive Service**
4. **System Support**

The program is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

An informative video tape, "Missouri Comprehensive Guidance," is available through the Missouri Department of Elementary and Secondary Education.

SECTION II

STRUCTURAL AND PROGRAMMATIC COMPONENT DESCRIPTIONS

SECTION II
MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL:
Structural and Programmatic Components

The state model for comprehensive guidance programs has two major parts. These two parts contain the following ten components:

STRUCTURAL COMPONENTS

* Definition and Philosophy
* Facilities
* Advisory Council
* Resources
* Staffing Patterns
* Budget

PROGRAMMATIC COMPONENTS

* Guidance Curriculum
* Individual Planning
* Responsive Services
* System Support

STRUCTURAL COMPONENTS

Program Definition and Philosophy

The **definition** identifies the centrality of guidance within the education process and describes in broad outcome terms the competencies students will possess as a result of their involvement in the program. Local school districts are encouraged to develop their own definition of a comprehensive guidance program, based on the State's definition.

The **philosophy** identifies a belief system and establishes the broad goals of a program. The statement of philosophy is derived from the philosophy of the local school district and from the goals of the State of Missouri as expressed in the Missouri Comprehensive Guidance Program Model.

Guidance Program Facilities

To implement a comprehensive guidance program, it is recommended that a guidance center be established. The guidance center needs to be large enough to adequately house all of the program's personnel, resources, and equipment. The center should also be accessible to all students including those with handicaps. The minimum requirements for a guidance center are:

1. A well-organized and displayed collection of guidance resource materials and equipment
2. Private offices, properly equipped and soundproofed
3. Adequate space for individual, small and large-group use
4. Adequate storage space

Facilities that meet these minimum requirements will increase program effectiveness, adding strength to the comprehensive guidance program.

Advisory Council

An Advisory Council provides support, offers advice, reviews present activities and encourages new activities to meet the goals of the comprehensive guidance program. Advisory Councils may include school board members, school staff, parents, students and community leaders. It may be organized at the district or individual building level.

Its responsibilities may be assumed by or organized within an existing group such as:

1. School or district-wide advisory council
2. School or district-wide vocational advisory council
3. Guidance program advisory council
4. Combination of the above

Guidance Resources

For each of the programmatic components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support, appropriate guidance resources are required. These resources include 1) equipment and materials, 2) staff expertise, and 3) community resources.

Staffing Patterns

An organizational chart for district guidance personnel is recommended. It should include:

1. The identity of each counselor employed within the district and their case load compared to the state standards for counselor pupil ratio

2. Secretarial and clerical support personnel assigned to counselors

3. Counselor/Administrative relationships in the organizational chart

In buildings and districts with more than one counselor, a head counselor or director should be identified. This ensures that program planning, coordination, implementation, and evaluation takes place in a timely and effective manner. In order for these individuals to organize and manage the guidance program, consideration should be given to reducing their student caseload.

Budget

The guidance department budget should be established annually to insure that the program is developed, implemented and managed effectively. This budget is separate from the testing budget.

PROGRAMMATIC COMPONENTS

Guidance Curriculum

The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities kindergarten through grade twelve. The purpose of the guidance curriculum is to provide students at all levels with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. The curriculum is organized around three major areas: **Career Planning and Exploration, Knowledge of Self and Others, and Educational and Vocational Development.** Students competencies to be addressed in these areas are identified in part through the use of the *Missouri Comprehensive Student Needs Survey.*

While counselors' responsibilities include the organization and implementation of the Guidance Curriculum, the cooperation and support of the entire school district organization, (faculty, staff and school board) are necessary for its successful implementation. The Guidance Curriculum is delivered through such strategies as:

Classroom Activities: Counselors teach, team teach or assist in teaching guidance curriculum learning-activities or units in classrooms. They may be conducted in the classroom, guidance center, or other school facilities.

Group Activities: Counselors conduct groups outside the classroom to respond to students' identified interests or needs. Counselors plan and lead structured activities to develop skills and to increase the knowledge of students.

Examples of topics within this component may include the following:

- Self-Concept
- Conflict Resolution
- Personal Responsibility
- Peer Relationships
- Career Awareness
- Career Exploration
- Decision-Making Skills

- Substance-Abuse Programs
- Study Skills
- Planning School Programs
- Pre-Employment Skills
- Job Preparation
- Post High School Decision-Making

The outline shown on the following page will help counselors in planning and developing various activities within the Guidance Curriculum.

GUIDANCE CURRICULUM OUTLINE

I. Yearly Calendar for Major Activities

II. Guidance Curriculum Activities Outline (See page 12 for blank outline)*

   A. Curriculum Area

   B. Category

   C Competency Statement

   D. Students Served

      1. Number of students
      2. Grade level
      3. Classroom setting (math, science, home economics, agriculture, etc.)

   E. Time Required

   F. Resources Needed

   G. Evaluation of Guidance Curriculum Activity

      1. Anticipataory Set
      2. Objectives and Purpose
      3. Instructional Input
      4. Modeling
      5. Checking for Understanding
      6. Guided Practice
      7. Independent Practice

   H. Observations

*Sample Activities follow

AREA:

CATEGORY:

COMPETENCY:
TIME:
GROUP SIZE: GRADE LEVEL:
MATERIALS:

INTRODUCTION:

PROCEDURE:

OBSERVATION NOTES:

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY:UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I KNOW HOW TO EXPRESS THOSE THOUGHTS AND FEELINGS THAT ARE IMPORTANT TO ME.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: WORKSHEET, PENCILS, CRAYONS

"THINGS THAT BUG ME"

INTRODUCTION: The purpose of this activity is to stimulate class discussion on a variety of feelings and to encourage students to name different types of feelings. This leads to an awareness of how they may react when these feelings are present.

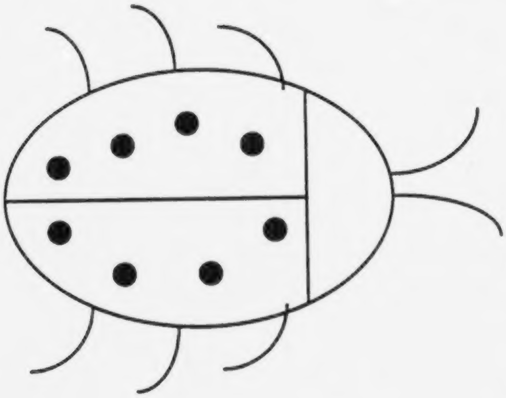
PROCEDURE:

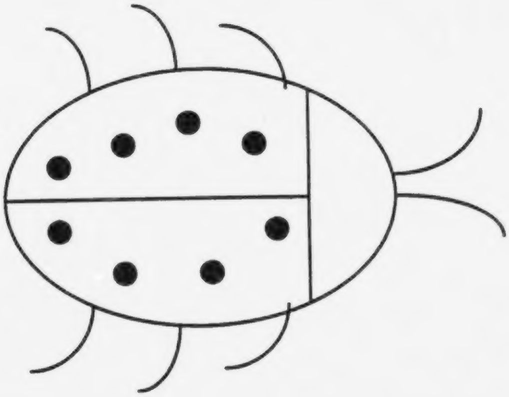
1. Stimulate class discussion about various feelings.
2. Ask students to complete the worksheet on "Things That Bug Me".
3. Students can write only one thing per bug.
4. After the class has completed the worksheets, they may wish to color their bugs.
5. Allow time for students who may want to discuss their worksheets with the class.

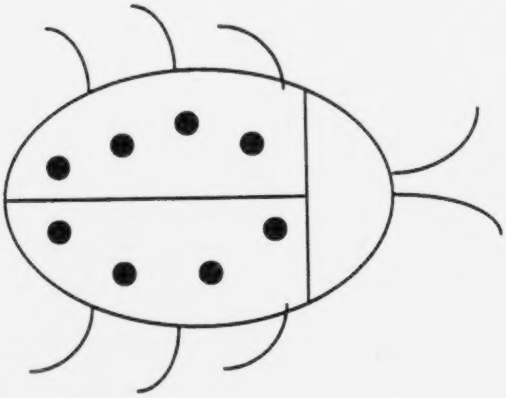
OBSERVATION NOTES

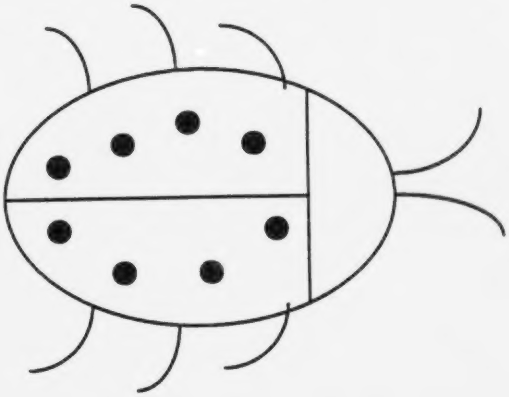
Students who list particularly difficult situations may need individual help.

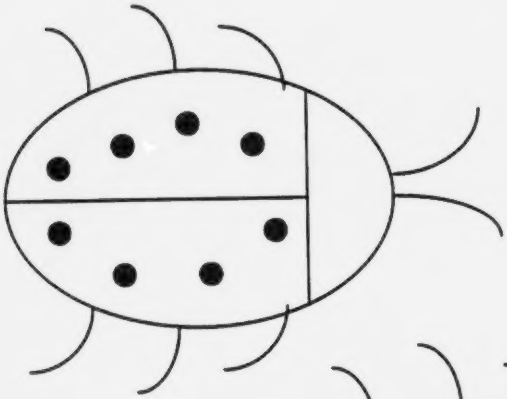
THINGS THAT BUG ME

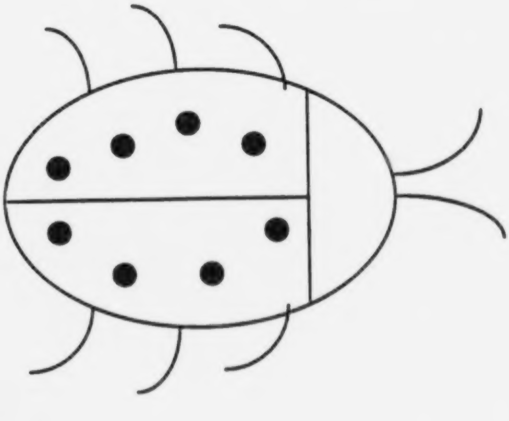


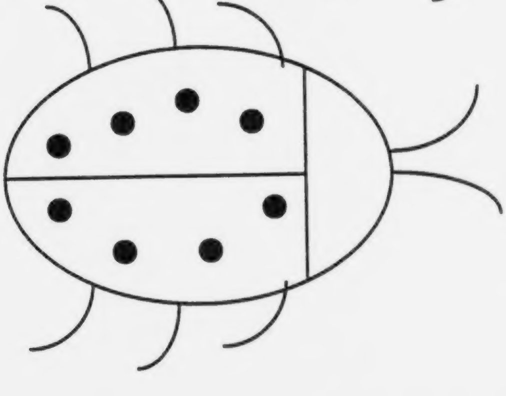












AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY:UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND WHAT IS IMPORTANT TO ME (MY VALUES).
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: HANDOUT-PERSONAL PROFILE, PLAIN PAPER, COLORED PENCILS, MARKERS/CRAYONS

"THERE IS NO ONE LIKE ME"

INTRODUCTION: Students need to become more aware of themselves through an understanding of who they are. Students will work toward raising their self-esteem and reaching their full potential.

PROCEDURE:

1. Ask students to write their name lengthwise on a piece of paper. Instruct the students to write a word that describes them after each letter. The word would need to start with the same letter. Inform the students that they can use any colors on the sheet and can decorate the sheet in any way.
2. Stimulate a discussion around this activity. Introduce the need to recognize individual strengths and weaknesses.
3. Distribute the "Personal Profile." Read the instructions to the students. Allow ample time for students to complete.
4. Ask students to design a classroom bulletin board. On the board, each student's name sheet and Personal Profile will appear together.

OBSERVATION NOTES

The leader should be aware of any students who are unable to express their ideas about themselves.

"PERSONAL PROFILE"

Rank each group in order of preference. Assign one, two, or three to each item in the group.

Watch TV
Dance
Fishing

Study
Sports
Read

Movie Star
Millionaire
President

Teacher
Engineer
Accountant

Wealthy
Respected
Intelligent

Red
Blue
Yellow

Bear
Lion
Peacock

Rose
Tulip
Daisy

Tennis
Swimming
Basketball

Ocean
Mountain
Hills

Beauty
Money
Health

Athlete
Rock Star
Doctor

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I CAN HANDLE PERSONAL DIFFICULTIES.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP GRADE LEVEL: 9-10
MATERIALS: "THE CLIQUE"- A STORY

"THE CLIQUE"

INTRODUCTION: Peer pressure is a dynamic force that is present in groups of students at this age level. Often, students find themselves involved in activities with a group with whom they would not become involved on an individual basis. This story offers an opportunity to identify problems associated with peer pressure. Students supply the ending to the story and evaluate strategies for coping with the problem.

PROCEDURE:

1. Read "The Clique" aloud with the class.
2. Discuss the following questions:

    a) What are the problems in this story?
    b) Why does Joyce feel pushed by Wanda and her group?
    c) Why did Janet enjoy her friendship with Saundra at first?
    d) Is it okay to want to be alone sometimes?
    e) What is peer pressure?
    f) Have you ever been in a similar situation? How did you handle it?

OBSERVATION NOTES:

During the discussion of this story, students may identify problems of peer pressure associated with other areas such as drug abuse, cheating on tests, etc. These areas may be used for role-plays or as discussion topics at a later time. Be sure the point is made (by the leader if not the class) that wanting to be accepted by a group is not enough reason to do something you know to be wrong.

"The Clique"

"The Clique"

The Story:

Joyce has just moved to Kansas City and feels lucky that she has found a friend, Saundra. They like to do the same things and have fun together, but each allows the other freedom to go her own way. Joyce also meets Wanda, the leader of a group of youngsters who seem to really have fun. Joyce is accepted into the group and is swept along with Wanda and the camaraderie. But soon the group asks that she give up her friendship with Saundra and do some things she doesn't believe are right. The group has planned to visit a shopping mall on Saturday and "take" a few things. When Joyce tells the others that she plans to stay away, Wanda tells her that she must go if she wants to stay in the group. What would you do if you were Joyce?

"The Clique"

Individual Planning

Individual Planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals. The activities in this component are counselor planned and directed. These activities are generally delivered on an individual basis, or by working with individuals in small groups or advisement groups. Individual Planning is implemented through such strategies as:

> Individual Appraisal: Counselors work with students analyzing and evaluating students' abilities, interests, skills and achievement. Test information and data is a basis for developing immediate and long-range plans for students.
>
> Individual Advisement: Counselors work with students to use personal-social, educational, career and labor market information in planning personal, educational and occupational goals. The involvement of students, parents and school in planning a program that meets individual needs of students is critical.
>
> Placement: Counselors assist students in making the transition from school to school, school to work or school to additional education and training.

Examples of topics within this component include the following:

- Career Awareness
- Transition Plans from School to School
- Interest Inventories
- Course Selection for the Next Grade Level
- Career Shadowing
- Four-Year Plan
- Honors/Awards Programs
- Career Exploration
- Vocational Education Selection and Training
- College and University Selection
- Financial Aid And Scholarships

See pages 52-58 for examples of Individual Planning Activities.

Responsive Services

Responsive Services consist of activities to meet immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students and is often student-initiated. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation of this component. Responsive services are delivered through these strategies:

Consultation: Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help students.

Personal Counseling: Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives and possible consequences so that appropriate action is taken.

Crisis Counseling: Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse and terminal illness. These referral sources may include:

- Mental Health Agencies
- Employment and Training Programs
- Vocational Rehabilitation
- Juvenile Services
- Social Services

See pages 61-62 for examples of Responsive Services activities.

System Support

System Support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

Professional Development: Counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work, and contributing to professional literature.

Staff and Community Relations: This activity involves orienting staff and the community to the comprehensive guidance program through such means as newsletters, local media, and school-community presentations.

Consultation with Teachers: Counselors need to consult with teachers and other staff members regularly in order to provide information, to support staff and to receive feedback on emerging needs of students.

Advisory Councils: Serving on departmental curriculum committees, community committees or advisory boards are examples of ways to support other programs in the school and community and to gain support for the guidance program.

Community Outreach: Included are activities designed to help counselors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities, and local labor market information. This may involve counselors visiting local businesses, industries, and social services agencies on a periodic basis.

Program Management and Operations: This includes the planning and management tasks needed to support activities conducted in a comprehensive guidance program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

Research and Development: Guidance program evaluation, data analysis, follow-up studies, and the continued development and updating of guidance learning activities and resources are some examples of the research and development work of counselors.

See pages 65-66 for examples of System Support activities.

SECTION III

IMPLEMENTING THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL

SECTION III

IMPLEMENTING THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL

Ten steps are involved in implementing the Missouri Comprehensive Guidance Model. This process takes a great deal of initial planning and effort. Developing a comprehensive approach revitalizes the current program, making it more meaningful and responsive to changing student, school and community needs. The steps outlined in this section will enable counselors to implement a comprehensive developmental guidance program.

Getting Organized

The challenge that counselors face is how to make the transition from the current program to the Missouri Comprehensive Guidance Program Model. Remember that the current organizational structure now in place remains while counselors put the new organizational plan in place. Before the implementation process gets under way, there are three of critical points to take into consideration:

1. Understand the necessary conditions for change in the school district or building.
2. Expect some resistance to change.
3. Appreciate the challenges involved.

Implementation Steps

There are ten steps a district needs to follow in order to implement the Missouri Comprehensive Guidance Program Model.

1. Write the district's program definition and philosophy based on the Missouri Comprehensive Guidance Program Model.

2. Meet with administration and Board of Education to gain support and secure authorization to implement the requirements of the Missouri Comprehensive Guidance Program Model.

3. Select and meet with the Advisory Council.

4. Complete the Time and Task Analysis process.

5. Complete the needs assessment process for students, teachers, and parents, and assess the guidance resources available for program use.

6. Identify student competencies that address the need areas ranked highest on the *Missouri Comprehensive Student Needs Survey*.

7. Identify existing guidance learning activities, select appropriate guidance learning activities from the Missouri Comprehensive Guidance Program resource kit, or develop additional activities to address the identified needs. (Refer to pages 29-34)

8. Implement sequential guidance curriculum for each grade level or grade-level grouping.

9. Develop a master calendar for each month of the school year. Categorize activities by the four programmatic components.

10. Evaluate the guidance program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

Description of Implementation Steps

The purpose of this section is to provide a sequential plan of action to implement the Missouri Comprehensive Guidance Program. A detailed discussion accompanies each of the ten steps.

1. Write program definition and philosophy based on the Missouri Comprehensive Guidance Program Model.

The definition describes the focus of the program while the philosophy presents the program's underlying meaning and beliefs. An example definition and philosophy follows:

SAMPLE DEFINITION

Guidance and counseling is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. The guidance program includes:

1. Guidance Curriculum
2. Individual Planning
3. Responsive Services
4. System Support

The guidance program is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

SAMPLE PHILOSOPHY

The school district believes that the guidance program is an important and integral part of the overall educational process.

Since students develop emotionally, socially and educationally, the guidance program must address the issue of total growth and development. Growth and learning are developmental; therefore, guidance must be developmental and sequential. The need for guidance begins with pre-school entrance and continues throughout life.

The K-12 developmental program is concerned with all students while recognizing the fact that individuals have needs that will continue to require special attention. As a result, the comprehensive guidance program is for all students and becomes developmental rather than crisis-oriented.

2. Meet with the administration and Board of Education to gain support and secure authorization to implement the requirements of the Missouri Comprehensive Guidance Program Model.

Explain the requirements of the Missouri Comprehensive Guidance Program Model. Obtain necessary Board support and assurances. An example of Board of Education assurances follows:

BOARD OF EDUCATION ASSURANCES

By adopting the Missouri Comprehensive Guidance Program Model, the Board of Education commits itself to the support of the model's goals and purposes. The Board of Education shall:

- Provide time to district staff to develop, implement and manage a quality, comprehensive guidance program.
- Receive periodic reports from administration and the Advisory Council.
- Take action on decisions needed to ensure continued program development and progress.
- Use program evaluation findings in making fuding decisions.
- With the assistance of the Advisory Council, direct the staff to publicize the program to the community.
- Provide adequate funding to assure continued program development, implementation and evaluation.

Share the following National School Boards Association resolution and Missouri School Boards Association resolution on Guidance and Counseling with the local Board of Education.

NSBA encourages local school boards to support comprehensive guidance and counseling programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. NSBA also urges local school boards, state education agencies and the federal government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models and research which examines the effectiveness of such programs. (Adopted by the NSBA Delegate Assembly April 4, 5 and 7, 1986.)

The MSBA encourages local boards to support comprehensive guidance and counseling programs staffed by professionals and supports efforts to improve the education of school counselors. (Adopted by the MSBA Delegate Assembly October 26, 1987.)

3. Select and meet with the Advisory Council.

The administrator in charge of the district's guidance program should appoint a staff person to form the Advisory Council. This staff person selects members for the Advisory Council from the school board, school staff, parents, students and community leaders. Typically, an advisory council meets annually or as needed to provide advice and counsel on the program content and structure.

A sample agenda for the first meeting could include:

1. Presentation of the Missouri Comprehensive Guidance Program Model. (The Model Guidance video could be introduced)
2. Identification of tasks to be performed.
3. Assignment of tasks.
4. Establishing a time line to accomplish tasks.
5. Selection of meeting dates.

The second meeting could deal with Time and Task Analysis and Needs Assessment.

4. Complete the Time and Task Analysis process.

A time and task analysis is used to survey and analyze the distribution of counselors' time and the tasks within the current program. This analysis provides a basis for comparing the time and tasks involved in the current program to those of the comprehensive program. A district may conduct the time and task analysis using either fifteen or thirty-minute time intervals.

The steps involved in conducting the time and task analysis are as follows:

1. Using the Time and Task Analysis Form, begin collecting data on Monday, the first week of school. The next week collect data on Tuesday. The third week, collect data on Wednesday. The fourth week, collect data on Thursday and the fifth week, collect data on Friday. Beginning with the sixth week, repeat the process for the remaining weeks of the school year.

2. Use the Time and Task Analysis Form to keep track of the time spent in various activities. For the days chosen, keep track of the time spent using the five categories on the form provided. Note that the form also has time blocks for before-school, after school or evening activities conducted as a part of the program

3. Look at the Time and Task Analysis Form. Determine the category into which the activities can be placed. Place a check in the appropriate category for each fifteen or thirty-minute interval. For the non-guidance category, write in the actual non-guidance task.

4. Count the total number of fifteen or thirty-minute daily blocks of time for each school day that is being logged. Do NOT count blocks of time when not on duty. Next count the number of fifteen or thirty-minute block intervals for each category. Record these figures in the appropriate blanks at the bottom of the log. Calculate the percentages for the day in each category by dividing the total daily category blocks of time by the total daily blocks of time.

5. On the Time and Task Analysis Summary Sheet, total the blocks of time by the category. Calculate the percentages of time spent in each category. Do this by dividing each total category block by the grand total number of blocks.

6. Chart these percentages in the Time Distribution Wheel Form for the current program. Based on State-recommended allocations of time, decide the appropriate time allocation for the school in percentages, and display those percentages on the Time Distribution Form for the revised program at your grade level. These can be found on pages 93-95 in the Appendix.

5. Complete the needs assessment process for students, teachers and parents and assess the guidance resources available for program use.

The Missouri Department of Elementary and Secondary Education, Guidance/Vocational Special Needs Section has defined need as "the student's identified perceptions of those competencies for which they need help in mastering." Through a needs assessment, counselors are able to identify the program categories and competencies that the students, staff and parents feel are important. A needs assessment is one basis for the selection of student competencies and guidance learning activities that are used to help students acquire these competencies.

Benefits of a needs assessment include:

1. Identification of needs of students.
2. Providing a data base for program planning.
3. Providing information to policy makers to assure program support.
4. Providing a basis for selection and implementation of guidance learning activities and classroom presentations.
5. Increased opportunities for student, staff and parent interaction.

To complete the needs assessment process, two versions of the *Missouri Comprehensive Student Needs Survey* are available for each of the levels 4-6, 6-9 and 9-12. The first version is for students and the second version is for parents and teachers.

The *Missouri Comprehensive Student Needs Survey* is available through:

Center for Educational Assessment
University of Missouri-Columbia
403 South Sixth
Columbia, Missouri 65201
(314) 882-4694

Survey costs include answer sheets, scoring service and a computer printout of the results.

A complete needs assessment should be administered the first year the program is implemented and, ideally, every third year thereafter.

Because these surveys are relatively brief and easy to administer, it is strongly recommended that they be given to 100% of the student population in small to moderate sized schools (500 or fewer students). In larger schools, (more than 500 students), a 50% random sampling of students is desirable. Administration of the parent surveys should ensure that at least 50% of the total parent population has the opportunity to respond. Local districts should decide how to manage the surveys to yield these results. Strong consideration should be given to administering the parent-teacher versions of the *Missouri Comprehensive Students Needs Survey* to all teachers to assess their perceptions of student needs.

The reports by grade level received from The Center for Educational Assessment include:

1. Group Data -- Student Needs by Item.
2. Group Data -- Ranking of Needs by Category.
3. Individual Data -- Roster.
4. Individual Data -- For Student.

The group reports identify the specific student competencies counselors need to address in their schools. Individual data may be used to identify students who may benefit from small-group counseling.

Group Data -- Student Needs by Item:

This report indicates the group frequency of response to each item and the percent of the total group that ranked that item. This report also displays each of the categories and the need item numbers in each category. After identifying the top four or five categories selected by students from the form on Table I, the counselor should note those need items selected by 50% or more of the students in those top four or five categories. These are the specific need items the guidance program may want to address. After the need items are identified, the counselor should refer to the competency statement list. This list shows each need item reworded into competency statements. Counselors should use those competency statements that reflect the highest need items.

Group Data -- Ranking of Needs by Category:

This report lists all categories and their relative ranking. It is recommended that counselors use Table I to record and compare the relative ranking of categories across each grade level. The top four or five categories across all grade levels should be identified by summing the ranks across grade levels. Counselors should note the ranked categories by each area: (refer to competency statement list) a) Career Planning and Exploration, b) Knowledge of Self and Others, and c) Educational and Vocational Development. It is recommended that counselors choose the highest one or two categories under each area to select the student competencies to be addressed by the guidance program (see sample table in the Appendix).

Individual Data -- Roster

This report shows the items to which each student responded and the ranking of each student's top five categories.

Individual Data -- For Students

The individual student report indicates with a "yes" the items ranked by the student and their expressed top five need categories.

Use of Formal Needs Assessment Data

There are multiple ways to use the Missouri Comprehensive Student Needs Survey data. Primarily the results should be used to select specific competencies in which students report deficiencies. Also, counselors should assess the balance among the three areas of Career Planning and Exploration, Knowledge of Self and Others, and Educational and Vocational Development. The results of the needs survey also will be used to select guidance learning activities from the Missouri Comprehensive Guidance Program Kit for classroom presentations. Varying sets of opinions and data, including professional judgment and the opinions of the Advisory Council, should be used to supplement the needs survey data.

NOTE: The following categories from the *Missouri Comprehensive Student Needs Survey* are not generally considered to be a part of the guidance curriculum. It is suggested that results of these categories be reported to the administration for use in other curricular areas.

The category "Learning consumer and home owner skills" is not considered to be part of the guidance curriculum. The category "Learning about marriage and family responsibilities" is not generally addressed at the secondary level by the guidance staff. However, guidance staff may function in a support capacity for this category.

Use of Informal Needs Assessment Data

In addition to the formal needs assessment, there is a need for an informal needs assessment. Adults may be able to identify needs that students may not report. An example might be a concern in a district over a growing problem of substance abuse that may not be identified by students in the formal needs assessment.

Assessment of Current Resources

Assessing resources requires a systematic and thorough review of the current guidance program and such aspects as activities, space, time allocation, equipment, staff expertise, and community resources. The following steps need to be followed:

1. Equipment/Materials: Inventory school equipment and materials that may be used in the guidance program. As part of the inventory, an opportunity should be given to staff members to indicate any new equipment and materials that may be needed.
2. Staff Expertise: Identify the special skills of staff members that may be helpful in carrying out guidance program activities.
3. Community Resources: Identify community resources that can be used in carrying out the guidance program such as community service clubs, local businesses, Chambers of Commerce and labor unions.

6. Identify student competencies that address the need areas ranked highest on the Missouri Comprehensive Student Needs Survey.

1. The formal and informal needs assessment process should be completed and the student competencies identified based on local data. (See appendix pages 67-81 for a complete list of competency statements K-12). Also remember that competency statements are reworded need items as the high school example below indicates.

Guidance Curriculum **(component)**
Career Planning and Exploration **(area)**
Planning and Developing Careers **(category)**

I need help to know how to prepare for careers in which I am interested **(need item)**.

I know how to prepare for careers in which I am interested **(competency statement)**.

Before proceeding, it is important to point out that each of the need categories is important. Also, be aware of the amount of time allocated for the implementation of the guidance curriculum in selecting the number of competencies to be addressed.

2. Another step in implementation is the task of clarifying the student competencies to be addressed in each of the program components. The counselor may decide to develop a guidance learning activity for a specific competency. On the other hand, a competency may be achieved through an individual planning session with a student. The counselor may also decide that a competency can best be addressed by setting up group sessions for students with particular concerns.

3. After deciding how each competency can best be achieved, it is important to identify appropriate areas in the school curriculum and in the Comprehensive Guidance Program where they may be incorporated.

7. Identify existing guidance learning activities, select appropriate guidance learning activities from the Missouri Comprehensive Guidance Program resource kit, or develop additional activities to address the indentified needs.

Using the outline and formats provided, select, modify or write guidance learning activities that best address the identified competencies. Guidance learning activities should be detailed enough for effective use from year to year.

8. Implement sequential guidance curriculum for each grade level or grade-level grouping.

Guidance learning activities implemented through classrooms should be coordinated with the teachers involved and the school calendar to avoid possible conflicts.

When concluding that a guidance learning activity can best be addressed within a department or classroom, it is essential to work closely with the teachers involved. Occasionally, a particular teacher may be less than enthusiastic about relinquishing class time. In initial program planning, select teachers with whom there is a good working relationship. Seek these people out well in advance. Advance notice of one or two months up to a year is most desirable. The teachers should have a detailed explanation as to the purpose of the learning activity, how long it will take, and what will be accomplished. If possible, the teacher should be shown the written learning activity. The method for evaluation should be included in the activity. This may help to demonstrate the importance of the activity. It should be stressed that the counselor will take the leadership role but that a significant contribution can be made by the teacher. The teacher needs to be given some specific responsibilities.

9. Utilizing the four programmatic components, develop a master calendar for each month of the school year.

A master calendar enables counselors to organize and manage the activities of the program. It also provides a time frame for scheduling resources and equipment. It provides an organized, systematic way to implement and deliver the comprehensive guidance program. It enables the counselor to organize time to meet student needs and to communicate information concerning the objectives of the guidance program to students, staff, parents, and the community. The master calendar integrates the guidance program with total school activities. It encourages total staff involvement and provides evidence of organizational ability in implementing the guidance program. To aid counselors in effectively using a master calendar, a two-week calendar may be used to outline activities in a more detailed format. The two-week calendar may also be used as a checking device to determine how effectively counselors' activities balance across the four program components. An example of a two-week and monthly calendar can be found on page 91 in the Appendix.

10. Evaluate the Guidance Program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

At this stage a district will determine the degree to which it has been successful in adopting the new program. After full implementation, each district will want to evaluate the effectiveness of the new program based on the achievement of program standards, personnel performance-based evaluation, and student competency attainment. (See Section V for more information.)

It is important for each district to develop a documentation file indicating that the ten components of the program have been addressed. Examples of materials that need to be on file include:

1. Written definition and philosophy.
2. Board of Education assurances.
3. List of Advisory Council members.
4. Agenda and minutes of advisory council meetings.
5. Summary of needs assessment data.
6. Categories and competencies based on needs assessment data.
7. Guidance learning activities.
8. Summary sheet of time and task analysis.(weekly planner)
9. Time Distribution Wheel Form.
10. Master Calendar.

A Documentation File Checklist is available on page 96 in the Appendix.

Making The Transition: Some Closing Thoughts

Some points to consider in making the transition to the Missouri Comprehensive Guidance Program Model are:

1. When comparing the current time analysis data to the model program time allocations, note the discrepancy between the two. Analyze the components that are being adequately covered, those that are underserved, and those that are being overly used. Within each component, isolate those activities causing the discrepancy. Plan activities to bolster underserved components and reduce activities in overly used components following the State-suggested time allocations.

2. Note the non-guidance duties identified on the Time and Task Analysis Form and the time they consume. Remember, there are some common duties a counselor must share as a school staff member, such as lunch duty or chaperoning school functions where every staff member takes a turn. However, there are frequently a number of non-guidance duties that are assigned to counselors alone. Example non-guidance duties were identified and grouped by a statewide task force of administrators and counselors into the following four categories:

    a. Supervisory duties
    b. Clerical duties
    c. Special programs and services
    d. Administrative duties

What follows are examples of these non-guidance duties in each category with suggestions for streamlining and displacement of these duties.

Supervisory Duties -

A. Developing and monitoring school assemblies.

- This is an administrative function, and is not viewed as a part of guidance program responsibilities.

B. Hall duty, cafeteria supervision, bus loading and unloading supervision, and restroom supervision.

- These duties could be shared equally among all staff.
- Teachers could be assigned to some of these duties as a regular part of their schedule.
- Volunteers could be used to supervise non-liable events.

C Chaperoning school functions and athletic event supervision.

- These duties could be shared equally among all staff.
- Booster club members could handle some of the athletic events.
- School staff could be paid extra to take on extra duties.

D. Substitute teaching.

- Counselors are not substitute teachers. On an occasional basis however, counselors could conduct guidance learning activities, particularly if teacher absences are known in advance.

Clerical Duties -

A. Selling lunch tickets.

- This should be done by clerical/secretarial or cafeteria staff.

B. Collecting and mailing out progress reports and deficiency notices.

- Sorting, stuffing and mailing is strictly a clerical/secretarial function.
- Conferences with students regarding progress reports is a school staff function including guidance personnel.
- Hire a person on a temporary basis to handle sorting, stuffing and mailing.
- Use a team approach of teachers and staff to do sorting, stuffing and mailing. Serve a complementary breakfast as a special treat.

C Maintaining permanent records and handling transcripts.

- Posting of grades and test labels is a clerical duty.
- Hire part-time help to work a certain number of hours per week if a full-time person is not available.

D. Monitoring attendance.

- Accounting for daily attendance is not a counseling function.
- It is appropriate for counselors to see students who have chronic attendance problems.
- Look into the possibility of using computer attendance software packages. There are many excellent packages available.

E. Calculation of grade point average (GPA), class rank or honor roll.

- These activities can best be handled by the utilization of a computer. Many excellent and economical software programs are available which will streamline this function.

F. Developing and updating student handbook.

- This is an administrators function and should be carried out by the principal or assistant principal.

G. Developing and updating course guides.

- Curriculum committees should be initiated by school administration.

- Department chairpersons (teaching staff) have the responsibility for developing course descriptions and outlines.

- Consolidation into a final format is a clerical responsibility.

H. Schedule changes and related paperwork.

- Consultation with students regarding scheduling or schedule changes is viewed as a guidance function.

- The related paperwork in terms of class balance, schedule cards, etc. is a clerical function and is not the responsibility of guidance personnel.

Summary - If full-time clerical assistance is not available, planning should take into consideration the hiring of part-time clerical-secretarial help at key times during the school year. The vast array of computer software now available can be of great assistance in a variety of areas, i.e. - scheduling, GPA, class rank, honor roll, grade labels, address labels, etc.

Special Programs and Services -

A. Class, club and special program sponsorship.

  - Sponsorship of these activities are school staff functions usually done on a volunteer basis.

  - Counselors should not be expected to assume anymore responsibility for these programs than any other person on the staff.

  - In the case of programs such as the Missouri Scholars' Academy, this is the responsibility of administrative personnel or a committee of teachers.

B. Coordination and administration of school testing programs including individual testings.

  - The overall coordination and administration of the school testing programs is the responsibility of the administration.

  - Teachers and counselors working together help in this process.

  - Counselors assist in the interpretation of test data to teachers, administrators, parents and the community.

  - Counselors use test data in their work with students to help them monitor and manage their learning including their personal and career development.

  - Where possible, individual testing is done by school psychometrists or persons specifically hired and qualified to do this task.

  - The use of such data with students and parents is a counselor function.

C Responsible for Individual Education Plans (IEP).

- Counselors are involved in the diagnostic aspects of the I.E.P. They are not responsible for the development and implementation of the I.E.P. or the Individualized Vocational Education Plan (I.V.E.P.).

- Counselors do take part in staffings and conferences when appropriate.

Administrative Duties -

A. Master schedule development.

- This is an administrative function. Administrators should seek input from guidance personnel as they plan and develop the master schedule. Note: The planning and development of a master schedule is not included as a part of a counselor's training.

B. Principal of the day.

- The counselor should not be put into the role of acting principal.

- Hire retired school administrators.

- Assign the responsibility to other teachers who have administrative certification.

- Call on superintendents or other central office administrators to act as "principal for the day".

C Discipline.

- Carrying out disciplinary actions is an administrative function.

- Assessing consequences for student action is not a guidance function.

D. Schedule Changes.

- Students who desire or need to have schedules revised are encouraged to first discuss the changes with the counselor. The mechanics related to this process should be handled through administrative channels. Much of the process is clerical in nature. It is the responsibility of the administration to see that class size is appropriate, and that sufficient staff is available to accommodate student needs.

Technical Assistance

Because the implementation process is complex, local schools may wish to call on the Missouri Department of Elementary and Secondary Education Guidance and Vocational/Special Section for assistance. In addition, local schools may wish to contact the counselor education department at a nearby university for help. Also, the expertise of resource persons from the field test sites is available.

An informative video tape, "Missouri Comprehensive Guidance," is available through the Missouri Department of Elementary and Secondary Education.

SECTION IV

INVOLVING OTHERS

SECTION IV

INVOLVING OTHERS

Involving Administrators

It is the responsibility of the administration to be informed about the Missouri Comprehensive Guidance Program Model and to approve and support the local plan to implement the model. The administration should make sure adequate time is provided for counselors to inform the school staff about the Comprehensive Guidance Program. The administration should also provide the means for counselors to inform local patrons about the Comprehensive Guidance Program and how it will be implemented.

In addition, the following kinds of administrative support are needed:

1. Commitment to staff: The administration should provide written and verbal support of the guidance program to building-level staff.

2. Time: The administration should provide counselors time to implement the guidance program. This will generally entail the deleting of non-guidance duties that have been assigned to the counselor.

3. Facilities: The administration should make available appropriate facilities to implement the guidance program, considering that individual and group counseling as well as guidance learning activities are involved.

4. Budget: The administration should provide an adequate budget that allows for the purchase of resources to implement the guidance program.

5. Performance-based evaluation: It is the responsibility of the administration to supervise and evaluate each counselor on the local performance-based counselor evaluation form. (See Section V of the Manual).

NOTE: **The Model Guidance Program meets the standards for Guidance as outlined in Section 5 of the Process Standards and Indicators for the Missouri School Improvement Program.**

6. Program evaluation: It is the responsibility of the administration working with counselors to evaluate the guidance program. This entails reviewing the ten components of the program. (See Section V of the Manual).

Involving Teachers

It is important that all teachers be informed about the Comprehensive Guidance Program. A minimum of one inservice per year should be conducted to help teachers understand their role. Teachers should be given the opportunity to volunteer to actively participate in program planning and implementation.

Counselors and teachers should jointly plan the delivery of guidance learning activities. Guidance learning activities need to be presented in appropriate content areas. Teachers should help decide when these units will be presented. The number of students served in a particular subject area is a consideration.

Details of the implementation of guidance learning activities will be determined by the counselors and teachers involved. **Whenever possible, teachers should take part in the presentation and evaluation of the guidance learning activities.** Here are some methods for involving teachers:

1. Present the competencies to be addressed and relate them to the subject matter areas.
2. Identify stated student needs as perceived by teachers and develop appropriate guidance learning-activities units.
3. Suggest that guidance learning activities are available in particular subject matter areas, and work with teachers to schedule them for classroom presentations.
4. Be visible and involved with the teaching staff.
5. Provide recognition to teachers for "things well done".
6. Recognize teacher participation in the guidance program.
7. Schedule guidance learning-activities in advance.
8. Share information about the guidance program through calendars or newsletters.
9. Be a salesperson; any program needs selling
10. Coordinate core competencies and key skills for the MMAT with counselor activities.

SECTION V

EVALUATING THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL

SECTION V

EVALUATING THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL

There are three sections of the evaluation component of the Missouri Comprehensive Guidance Program Model. These include, personnel evaluation, program evaluation and student outcome evaluation.

Personnel Evaluation

Job Description

In establishing a performance-based evaluation system for school counselors, the first step is to establish a written job description based on the Missouri Comprehensive Guidance Program Model structure. One job description should be developed for counselors at the elementary, middle/junior high school, the senior high and area vocational technical school levels. Example job descriptions for counselors can be found in the appendix on pages 97-105.

Counselor Performance Based Evaluation

Using the counselor job description as a guide, a performance-based evaluation system needs to be implemented. For each area of responsibility; guidance curriculum, individual planning, responsive services, system support, professional and interpersonal relationships, and professional responsibilities, the standards of performance have been described, ranging from unsatisfactory to exemplary in observable and measurable terms. The usefulness of this type of evaluation instrument goes beyond making a judgment about past performance. It also helps target future directions and goals. A suggested Counselor Performance-Based Evaluation can be found on page 106 of the appendix.

Program Evaluation

Program evaluation involves the establishment of program standards and indicators. The six structural components and the four programmatic components become the program standards. Indicators that describe the nature and substance of these standards need to be developed in order to determine the full scope and effect of the program. The format in the appendix on pages 135-144 can be used as a self study instrument, or it can be used by outside evaluators.

Student Outcome Evaluation

Student outcome evaluation measures the impact of the program on students and how well they achieve the competencies. This is a critical component and needs to be developed as the program is being implemented. There are a variety of ways that may be considered to measure competency attainment, i.e., case study, teacher observation and achievement testing are a few. As districts implement the model, counselors and counselor educators throughout the state will study these processes in order to develop a data array approach for evaluation. Work is continuing regarding this process.

APPENDIX

INDIVIDUAL PLANNING ACTIVITY OUTLINE

The individual planning activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District____

Project Director______________________________Phone___/___/___

I. Monthly and Yearly Calendar for major activities
List major activities for System Support on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which includes:

A. Major activity
B. Grade level
C. Number of students served
D. Resources needed
E. Time line (from calendar: one week in October, January through March, one day per week in April, etc.)
F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
G. Method of documentation or evaluation
H. Evaluation of results, outcomes, or documentation

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

School District________________________________Date__________

Project Director________________________________Phone___/___/___

I. Major Activity
Date of Activity: ____________

____

____

____

II. Grade Level:____

III. Number of students served:___________________________

IV. Resources Needed:_____________________________________

____

____

V. Time Line: (from master calendar)______________________

____

____

____

VI. Amount of Time Spent:_________________________________

____

VII. Method of documentation or evaluation:_________________

____

VIII. Evaluation of results, outcomes, or documentation:__________

____

____

____

INDIVIDUAL PLANNING ACTIVITY OUTLINE

The individual planning activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District Somewhere School District

Project Director John Doe Phone 000 / 000 / 000

I. Monthly and Yearly Calendar for major activities
List major activities for Individual Planning on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which includes:

A. Major activity
B. Grade level
C. Number of students served
D. Resources needed
E. Time line (from calendar: one week in October, January through March, one day per week in April, etc.)
F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
G. Method of documentation or evaluation
H. Evaluation of results, outcomes, or documentation

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

School District Somewhere School District Date Someday/Sometime

Project Director Joe Smith Phone 000/000/000

I. Major Activity
Date of Activity: January 1990

Administration and interpretation of the "You Profile" for individual career exploration.

II. Grade Level: 6

III. Number of students served: 60

IV. Resources Needed: Copies of the "You Profile" and "Career Survey" forms for each student. Information on careers categorized by Holland's six groups.

V. Time Line: (from master calendar) The week of Oct. 5, the "You Profile" will be administered and scored in class. The week of Oct. 12, the students in groups of 5-10 will be brought to the guidance office to complete a "Career Survey" form and research their areas of career interests. Their completed reports will be added to their advisory folder.

VI. Amount of Time Spent: Two hours of counselor's time in the classes; approximately twenty hours of counselor's time with the small group.

VII. Method of documentation or evaluation: The completed "You Profile" and "Career Survey" forms are the documentation.

VIII. Evaluation of results, outcomes, or documentation: All students will have added the "you Profile" and the "Career Survey" to their advisory folders.

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

School District Somewhere School District Date Someday/Sometime

Project Director Jane Doe Phone 000 /000 /000

I. Major Activity
Date of Activity: January 1990

The counselor will organize a field trip for interested 8th graders to visit the area vocational high school.

II. Grade Level: 8

III. Number of students served: Approximately 60 students

IV. Resources Needed: Brochures describing the technical school programs, parent permission forms, bus transportation and technical school enrollment forms.

V. Time Line: (from master calendar) Feb. 1-visit each 8th grade science class to describe the vocational technical high school and distribute parent permission forms for students interested in visiting the school. Feb. 14-take field trip to the vocational technical high school. Feb. 16-hold an evening information meeting for parents. Feb.-18(during registration)assist individual students in completing the enrollment form for the school. Mar. 7-deadline for the forms to be returned with parent signature.

VI. Amount of Time Spent: 30 hours of counselor's time

VII. Method of documentation or evaluation: The completed parent permission forms and enrollment forms are the documentation.

VIII. Evaluation of results, outcomes, or documentation: A number of students will visit the vocational technical high school and interested students will complete the enrollment forms and will be accepted into the vocational technical high school program.

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

School District Somewhere School District Date Someday/Sometime

Project Director John Doe Phone 000/000/000

I. Major Activity
Date of Activity: January 1990

Counselors work with 9th grade classes to guide them in setting up their schedules for the next year. A large group, small group, individual conference and an evening parent meeting are held.

II. Grade Level: 9

III. Number of students served: 340

IV. Resources Needed: Course descriptions, graduation requirements, enrollment forms, parent letters.

V. Time Line: (from master calendar) Feb. 1 - mailing to parents announcing scheduling, parent meeting instructing them on how to assist their children in selecting courses. Feb. 8 - parent meeting to educate parents about course options, answer specific questions. Feb.9, 10 - counselor orient students and hand out course listings. Feb. 11, 12, 15, 16, 17 - counselor meets with groups of students to assist them in filling out forms, counselor checks over individual forms. Feb. 18,19-individual conferences with students who have problems.

VI. Amount of Time Spent: 3 wk time period, 40 counselor hours, 5-10 secretarial hours.

VII. Method of documentation or evaluation: The completeld sophomore pre-enrollment forms are the documentation

VIII. Evaluation of results, outcomes, or documentation: All 9th graders complete a general four-year plan and a specific sophomore schedule.

RESPONSIVE SERVICES ACTIVITY OUTLINE

The responsive services activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District____

Project Director______________________________Phone____/____/____

I. List sessions for individuals and groups on appropriate calendar (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which will include:

A. Major Activity

B. Purpose of session

C. Number served

D. Amount of time spent

E. Resources needed

F. Comments or observations

NOTE: Complete the Responsive Services Form only in the instance of a major activity.

1. EXAMPLE OF A MAJOR ACTIVITY: Teacher Consultation - List all teacher consultations planned during the school year under this major activity on a single form. Include total amount of time spent on all conferences and number served.

2. PERSONAL COUNSELING: Use a Responsive Services Activity Format sheet when blocks of time are set aside for individual or group counseling session (substance abuse, failing grades). It is not necessary to have a sheet for each individual session.

RESPONSIVE SERVICES ACTIVITY FORMAT
(RESPONSIVE SERVICES COMPONENT)

School District____

Project Director____________________________Phone____/____/____

I. Major Activity
Date of Activity:____________

____

____

____

II. Purpose of Session:_______________________________________

____

III. Number Served:____

____

IV. Amount of time spent:_____________________________________

____

V. Resources needed:____

____

VI. Comments or observations:_________________________________

____

____

RESPONSIVE SERVICES ACTIVITY OUTLINE

The responsive services activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District Somewhere School District

Project Director John Doe Phone 000 /000 / 000

I. List sessions for individuals and groups on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which includes:

A. Major Activity

B. Purpose of session

C Number served

D. Amount of time spent

E Resources needed

F. Comments or observations

NOTE: Complete the Responsive Services Form only in the instance of a major activity.

1. EXAMPLE OF A MAJOR ACTIVITY: Teacher Consultation - List all teacher consultations planned during the school year under this major activity on a single form. Include total amount of time spent on all conferences and number served.

2. PERSONAL COUNSELING: Use a Responsive Services Activity Format sheet when blocks of time are set aside for individual or group counseling session (substance abuse, failing grades). It is not necessary to have a sheet for each individual session.

RESPONSIVE SERVICES ACTIVITY FORMAT
(RESPONSIVE SERVICES COMPONENT)

School District Somewhere School District

Project Director John Doe Phone 000/000/000

I. Major Activity
Date of Activity: January 1990

Small group weekly counseling sessions with selected 3rd graders

II. Purpose of Session: To give students opportunities to vent frustrations involved in academic work, and support each other in maintaining the motivation to be successful.

III. Number Served: Groups of 6 or 7 with rotating membership depending on individual need.

IV. Amount of time spent: 1/2 hour per week, plus occasional planning time.

V. Resources needed: Counselor, occasional activities such as filmstrips to use as discussion starters.

VI. Comments or observations: This activity depends upon maintaining close contact with classroom teachers to monitor individual progress & develop issues for group discussion.

SYSTEM SUPPORT ACTIVITY OUTLINE

The system support activity outline and format that follows may be used to assist counselors in planning and developing or auditing activities within the system support component.

School District____

Project Director______________________________Phone____/____/____

I. Monthly and Yearly Calendar for major activities
List major activities for System Support on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities a set of information on each activity will be provided, which includes:

- A. Major activity
- B. Grade level (if appropriate)
- C. Number of students served
- D. Resources needed
- E. Time line (from calendar: one week in October, January through March, one day per week in April, etc.)
- F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
- G. Method of documentation or evaluation
- H. Evaluation of results, outcomes, or documentation

III. Professional Activities
Include involvement with professional organizations and other professional activities on appropriate calendar. (See Appendix, page 92).

- A. Workshops attended
  - 1. Name of workshop
  - 2. Purpose

- B. Summer institutes

- C. Other professional activities

SYSTEM SUPPORT ACTIVITY FORM
(SYSTEM SUPPORT COMPONENT)

School District________________________________Date____________

Person Completing Form________________________Phone___/___/___

I. Major Activity
Date of Activity: ____________

____

____

____

II. Grade Level:____

III. Number of students served:____________________________

IV. Resources Needed:_____________________________________

____

____

V. Time Line: (from master calendar)________________________

____

VI. Amount of Time Spent:_________________________________

____

VII. Method of documentation or evaluation:__________________

____

VIII. Program evaluation of results, outcomes, or documentation:

____

____

SYSTEM SUPPORT ACTIVITY OUTLINE

The system support activity outline and format that follows may be used to assist counselors in planning and developing or auditing activities within the system support component.

School District Somewhere School District

Person Completing Form John Doe Phone 000 / 000 / 000

I. List major activities for Individual Planning Component on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which includes:

A. Major activity
B. Grade level (if appropriate)
C. Number of students served
D. Resources needed
E. Time line (from calendar: one week in October, January through March, one day per week in April, etc.)
F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
G. Method of documentation or evaluation
H. Evaluation of results, outcomes, or documentation

III. Professional Activities
Include involvement with professional organizations and other professional activities on appropriate calendar. (See Appendix, page 92).

A. Workshops attended
  1. Name of workshop
  2. Purpose

B. Summer institutes

C. Other professional activities

SYSTEM SUPPORT ACTIVITY FORM
(SYSTEM SUPPORT COMPONENT)

School District Somewhere School District Date Someday/Sometime

Person Completing Form John Doe Phone 00 / 000 / 000

I. Major Activity
Date of Activity: January 1990

Attended 2-day conference on self-esteem development

II. Grade Level:

III. Number of students served: total student body

IV. Resources Needed: $250.00 for conference registration fee

V. Time Line: (from master calendar) October 4-5

VI. Amount of Time Spent: 2 work days

VII. Method of documentation or evaluation: conference agenda, hand-outs from presentors, books purchased.

VIII. Evaluation of results, outcomes, or documentation:

Used materials from conference agenda in 6 guidance lessons, provided materials on "Building Self-Esteem in the Classroom" to teachers.

ELEMENTARY (K-3) SCHOOL COMPETENCIES

AREA I- CAREER PLANNING AND EXPLORATION

CATEGORY A--- EXPLORING CAREERS

NEED ITEM
NUMBER

1. I know about different jobs in my community.
2. I know about good work habits.
3. I know some reasons why people work.
4. I know people need to work together.
5. I know some things I like to do.

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

11. I know how to work and play with both boys and girls in an activity.
12. I know that boys and girls can do any classroom job.

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME

31. I know about different hobbies, sports, and activities that I can do during my spare time.
32. I know what I like to do for fun.

AREA II- KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING MYSELF

6. I understand and can identify a wide variety of feelings (happy, sad and mad).
7. I know how to express those thoughts and feelings that are important to me.
8. I know how to handle my problems or where to get help.
9. I understand my strengths and talents.
10. I understand and like myself.

CATEGORY F--- MAKING DECISIONS

13. I know that I can make choices.
14. I know how to come up with many possible choices to settle a problem.
15. I know how to look at my decisions and how to change poor ones.
16. I know how to accept responsibility for my decisions.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

17. I know how to make and keep friends.
18. I understand that all people are not alike.
19. I know how to get along with both boys and girls.
20. I know how to ask parents, teachers and other adults for help without tattling.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

25. I know what drugs are and what they can do to people.
26. I know how to say "NO" to people who try to get me to use drugs and alcohol.
27. I know how to deal with the consequences of saying "NO" to my friends.
28. I know who to talk to when I need help.

CATEGORY P--- LEARNING ABOUT FAMILY RESPONSIBILITIES

36. I know how to get along with my parents, step-parents or guardians.
37. I know how to get along with my brother, sister, step-brother, or step-sister.
38. I know some things that cause problems in families (moving, divorce, death or unemployment).
39. I know how to find help when my family has problems.
40. I know how to help with family responsibilities.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY J--- IMPROVING STUDY AND BASIC LEARNING SKILLS

21. I know how to get ready for class.
22. I know how to listen.
23. I know how to ask questions.
24. I know how to start and finish my work well.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS ABOUT SCHOOL

29. I know where to go to get help when I have a problem concerning my school.
30. I know what will be expected of me in my school.

CATEGORY O--- PLANNING FOR SCHOOL

33. I know what is expected of me in the next grade.
34. I know how to make choices at school that fit my likes and dislikes.
35. I know that all classes (math, science, reading, etc.) are important in jobs and daily living.

ELEMENTARY (4-6) SCHOOL COMPETENCIES

AREA I- CAREER PLANNING AND EXPLORATION

CATEGORY A--- EXPLORING CAREERS

NEED ITEM
NUMBER

1. I know how to find out more about jobs and careers.
2. I know the importance of good work habits for school and future jobs.
3. I know some reasons why people work.
4. I know that people need to work together.
5. I know some things I like and I can do well.

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

11. I know how to handle "kidding" from other students if I am interested in activities usually chosen by the opposite sex.
12. I know that I may choose any job that I like and I can do well.

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME

36. I know about different hobbies, sports, and activities that I can do and enjoy doing during my spare time.

AREA II- KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING MYSELF

6. I understand how to deal with feelings such as happiness, sadness, and anger.
7. I know how to express those thoughts and feelings that are important to me.
8. I know how to handle my problems or where to get help.
9. I understand my strengths and talents.
10. I understand and accept myself.

CATEGORY F--- MAKING DECISIONS

13. I know what things are important to me.
14. I know how to come up with many possible solutions to a problem.
15. I know how to set goals and make plans.
16. I know how to make good decisions and act on them.
17. I know how to look at my decisions and how to change poor ones.
18. I know how to accept responsibility for my decisions.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

19. I know how to be a good friend.
20. I understand my friends and classmates.
21. I know how to get along with both boys and girls.
22. I understand people who are different from me.
23. I know how to ask parents, teachers and other adults for help.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

30. I know what alcohol and drugs do to a person's body and mind.
31. I know how to say "NO" to people who try to get me to use drugs and alcohol.
32. I know where to get help for myself or a friend who has a problem with drugs and alcohol.

CATEGORY P--- LEARNING ABOUT FAMILY RESPONSIBILITIES

40. I know how to get along with my parents, step-parents or guardians.
41. I know how to get along with my brother, sister, or step-brother, step-sister.
42. I know some things that cause problems in families such as moving, divorce, death or unemployment.
43. I know how to find help when my family has problems.
44. I know how to help with family responsibilities.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY J--- IMPROVING STUDY AND LEARNING SKILLS

24. I know how to organize my time.
25. I know how to listen and ask questions in class.
26. I know how to organize my class and homework materials.
27. I can take good notes.
28. I know how to start and finish my assignments well.
29. I know how to do my best on tests.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS ABOUT MIDDLE/JUNIOR HIGH SCHOOL

33. I understand the challenges I may have in middle/junior high school.
34. I know where to go to get help when I have a problem concerning middle/junior high school.
35. I know what will be expected of me in middle/junior high school.

CATEGORY O--- PLANNING FOR SCHOOL

37. I know what is expected of me in the next grade.
38. I know how to make choices at school that fit my interests and abilities.
39. I know that all classes (math, reading, science, etc.) are important in jobs and daily living.

MIDDLE/JUNIOR HIGH SCHOOL COMPETENCIES

AREA I- CAREER PLANNING AND EXPLORATION

CATEGORY A--- EXPLORING AND PLANNING FOR CAREERS

NEED ITEM
NUMBER

1. I know how to explore careers in which I may be interested.
2. I understand my interests and abilities and how they help me make a career choice.
3. I understand how to prepare for careers in which I may be interested.
4. I understand the importance of making plans for the future (jobs, vocational technical education, employment and training programs, college, and military).

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

13. I know how to handle "kidding" from other students if I have an interest in choosing a class usually taken or a job usually filled by the opposite sex.
14. I know how to handle adult disapproval if I have an interest in choosing a class usually taken or a job usually filled by the opposite sex.
15. I know that all classes and jobs are acceptable for females and males.

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME

48. I know about different hobbies, sports, and activities in which I could get involved.
49. I know how to find out which leisure activities are best for me.
50. I know about leisure activities I can do when I am older.

AREA II- KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING SELF

5. I understand what is important to me (my values).
6. I have confidence in myself.
7. I can state my own ideas.
8. I understand how my thoughts and feelings affect my behavior.
9. I know how to handle my problems or where to get help.
10. I know what to do when I feel down.
11. I understand the physical, social and emotional changes of growing up.
12. I accept and like myself, both physically and mentally.

CATEGORY F--- MAKING DECISIONS

21. I know how to identify the real problem when I'm worried or upset.
22. I know how to come up with many possible solutions to a problem.
23. I know what is important to me so I can set goals.
24. I know how to make good decisions.
25. I know how to evaluate my decisions and change poor ones.
26. I know how to accept responsibility for my decisions.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

27. I understand my friends and classmates.
28. I know effective ways of communicating feelings and thoughts.
29. I know how to be a good friend.
30. I know how to get along with both boys and girls.
31. I respect other people even though they may be different.
32. I can talk to someone when I need to.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

39. I know what drugs and alcohol do to my body and my mind.
40. I know what the school, police and courts do to students who do drugs and alcohol.

41. I know how to help a friend who has a problem with drugs and alcohol.
42. I know where to get help for myself or a friend who has a problem with drugs or alcohol.
43. I know how to say "NO" when friends or other people try to get me to use drugs or alcohol.
44. I know how the use of drugs and alcohol may affect my relationships with others.

CATEGORY P--- LEARNING ABOUT FAMILY RESPONSIBILITIES

58. I know how to get along with my parents, step-parents or guardians.
59. I know how to get along with my brother, sister, step-brother or step-sister.
60. I know how to help with family responsibilties.
61. I know some things that cause problems in families (moving, divorce, death or unemployment).
62. I know how to find help when my family has problems.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY E--- PREPARATION FOR FINDING JOBS

16. I know how to apply for a job.
17. I know what employers expect of workers.
18. I know how to look for a part-time and summer job.
19. I know what jobs are available locally.
20. I know job interview skills.

CATEGORY J--- IMPROVING STUDY AND LEARNING SKILLS

33. I know how to organize my time.
34. I know how to listen and ask questions in class.
35. I know how to organize my class and homework materials.
36. I can take good notes.
37. I know how to start and finish my assignments well.
38. I know how to do well on tests.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS ABOUT HIGH SCHOOL

45. I understand the challenges students have in high school.
46. I know where to go to get help when I have a problem concerning high school.
47. I know what will be expected of me in high school.

CATEGORY O--- PLANNING FOR SCHOOL AND BEYOND

51. I understand high school credits and graduation requirements.
52. I know how to select high school courses that help meet my needs, interests and career goals.
53. I know how academic skills such as math, reading, and science relate to my career goals.
54. I know how to select middle school extra curricular activities that will meet my interests and future goals.
55. I understand how completing high school will better prepare me for the job market.
56. I understand how completing high school will better prepare me to continue my education (vocational technical education, military, and college).
57. I know the classes offered by my area vocational technical school.

HIGH SCHOOL COMPETENCIES

AREA I- CAREER PLANNING AND EXPLORATION

CATEGORY A--- PLANNING AND DEVELOPING CAREERS

NEED ITEM
NUMBER

1. I know how to develop a career plan.
2. I know about possible careers and the world of work.
3. I know how to explore careers in a specific area in which I am interested.
4. I know how to prepare for careers in which I am interested.
5. I have made plans beyond graduation (job opportunities, training programs, college/vocational technical schools, financial aids, military, etc).
6. I understand my interests and abilities, and how these can help me make a career choice.
7. I know how the place where I live affects job opportunities.

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

15. I know about jobs that are usually filled by the opposite sex, but are available to both sexes.
16. I can take courses appropriate to my career choice even though most often they are taken by the opposite sex.
17. I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the opposite sex.
18. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the opposite sex.
19. I know how to get along with members of both sexes on the job.
20. I understand how being male or female affects my career choice.

CATEGORY D--- MAKING DECISIONS ABOUT COLLEGE

21. I know about various colleges and what they offer.
22. I know how to pick a college.
23. I have visited colleges.
24. I know how to choose colleges that would help prepare me for a specific career.
25. I know how to decide on a field of study.
26. I know which majors would prepare me for specific careers, and I know the future of those careers.
27. I know how to obtain scholarship and financial aid information.
28. I know how to find a place to live while attending college.

CATEGORY L--- PLANNING HIGH SCHOOL CLASSES

72. I know the requirements for high school graduation.
73. I know how to select courses that will help me meet my career goals.
74. I know how to select courses that fit both my needs and interests.
75. I can make a plan of high school classes which will be best for me (reviewed and changed as needed).

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME NOW AND IN THE FUTURE

83. I know how to develop recreational interests that will make my leisure time more enjoyable (for example, hobbies and sports)
84. I know which leisure and recreational activities best fit my interests and needs.
85. I understand how a job affects leisure time.
86. I know how friends can affect my leisure time.

AREA II- KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING SELF

8. I understand my values.
9. I understand, accept, and like myself.
10. I have confidence in myself.
11. I understand how my feelings affect my behavior.
12. I am able to state my own ideas.

13. I can handle personal difficulties.
14. I can deal with life when I feel down.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

48. I can understand others.
49. I can get along with my family.
50. I know good ways of communicating feelings.
51. I can develop close and lasting friendships.
52. I can accept others as well as be accepted by them.
53. I respect other people whose views differ from mine.
54. I can talk to someone when I need help.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

67. I know the physical and mental effects of drugs and alcohol.
68. I know the penalties of drug and alcohol use.
69. I know how to help a friend who has a problem with drugs or alcohol.
70. I know where to find help for alcohol or drug problems.
71. I can handle pressure from my friends related to the use of drugs and alcohol.

CATEGORY P--- LEARNING ABOUT MARRIAGE AND FAMILY RESPONSIBILITIES*

93. I know important things to consider when choosing a wife or husband.
94. I know about things that often cause difficulties in a marriage.
95. I know some things that make a marriage work.
96. I know how children affect a marriage.
97. I know about the kinds of decisions and difficulties I will face as a parent.
98. I know about the causes and results of divorce.

*This category is generally addressed in other curricular areas and assistance may be provided by the counseling staff.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY E--- PREPARATION FOR FINDING JOBS

29. I know what employers expect of applicants and employees.
30. I can complete application forms properly.
31. I know what to do during a job interview.
32. I can develop a resume (personal information sheet for employers).
33. I know where and how to start looking for a job.

CATEGORY F--- MAKING DECISIONS

34. I know what my goals are and the value of these goals.
35. I can make decisions.
36. I can evaluate or judge decisions I have already made.
37. I can follow through on good decisions and can change poor decisions.
38. I know how to get along in a changing world.
39. I can identify the real problem when I have difficulties.
40. I can come up with many possible solutions to a problem.

CATEGORY G--- LEARNING CONSUMER AND HOMEOWNER SKILLS*

41. I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.).
42. I know about the kinds of daily expenses that I will face in life.
43. I understand credit purchases and installment buying.
44. I know how to budget, spend, and invest my money wisely.
45. I have increased my knowledge about such items as cars, stereo systems, and appliances.
46. I know and understand the necessary steps in renting or buying a home.
47. I know how to use common hand tools to build or repair things.

*Although this category appears on the needs survey, its purpose is data collection for building wide planning and is addressed in other curricular areas.

CATEGORY I--- FINDING JOBS

55. I know what jobs are available locally.
56. I know how to find part-time work and summer work.
57. I know how to find a full-time job after graduation.
58. I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs.
59. I know which persons and which agencies will help me find a job.
60. I know the benefits, working conditions, and opportunities for advancement in jobs.

CATEGORY J--- IMPROVING BASIC SKILLS AND STUDY/ LEARNING SKILLS

61. I know how to improve my writing, reading, speaking, listening, and math skills.
62. I can complete the tasks and projects which I start.
63. I know how to improve my test-taking skills.
64. I know how to develop learning habits and skills that I can use throughout life.
65. I know how to study and how to get the most out of my study time.
66. I know how to take notes.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS WHO HAVE GRADUATED

76. I know what jobs graduates found and where.
77. I know the problems graduates had in finding jobs.

CATEGORY O--- VOCATIONAL SELECTION AND TRAINING

78. I have visited vocational programs before enrollment.
79. I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my high school.
80. I know how basic skills (math, reading, etc.) relate to my vocational goals.
81. I know my strongest vocational interests, aptitudes, and abilities.
82. I have received assistance in enrolling in a vocational program in which I have interests, aptitudes, and abilities.
83. I know the job opportunities available to those who complete area vocational school training.

ELEMENTARY SCHOOL (4-6)
NEEDS ASSESSMENT TABLE

GRADE 4 GRADE 5 GRADE 6 SUM OF RANKS ACROSS
(GROUP RANKS) GRADE LEVELS

A____

B____

C____

D____

E____

F____

G____

H____

I____

J____

K____

L____

M____

N____

O____

P____

TOP 2 CATEGORIES IN EACH AREA

AREA 1 AREA 2 AREA 3

1____

____

2____

____

MIDDLE/JUNIOR HIGH SCHOOL (6-9)
NEEDS ASSESSMENT TABLE

GRADE 6 GRADE 7 GRADE 8 GRADE 9 SUM OF RANKS ACROSS GRADE LEVELS.
(GROUP RANKS)

A____

B____

C____

D____

E____

F____

G____

H____

I____

J____

K____

L____

M____

N____

O____

P____

TOP 2 CATEGORIES IN EACH AREA

AREA 1 AREA 2 AREA 3

1____

____

2____

____

NEEDS ASSESSMENT TABLE

GRADE 9 (GROUP RANKS) GRADE 10 GRADE 11 GRADE 12 SUM OF RANKS ACROSS GRADE LEVELS.

A____

B____

C____

D____

E____

F____

G____

H____

I____

J____

K____

L____

M____

N____

O____

P____

TOP 2 CATEGORIES IN EACH AREA

AREA 1 AREA 2 AREA 3

1____

____

2____

____

TOP CATEGORIES PER AREA WORKSHEET

Directions: Take the highest ranked needs in each area. Use professional judgment, plus that of administrators and the advisory committee. Look at the amount of time budgeted to spend on the curriculum. Study the amount of time that each activity takes and make the decisions as to how many competencies can be covered.

Area I **Career Planning and Exploration**	**Area II** **Knowledge of Self and Others**	**Area III** **Education and Vocational Development**
Category____	Category____	Category____
Competencies	Competencies	Competencies
______________________	______________________	______________________
______________________	______________________	______________________
______________________	______________________	______________________
______________________	______________________	______________________
Category____	Category____	Category____
Competencies	Competencies	Competencies
______________________	______________________	______________________
______________________	______________________	______________________
______________________	______________________	______________________
______________________	______________________	______________________

Note: Competencies need to be selected from the Needs Survey as well as from other district data sources. The competencies need to be balanced between the three areas. The Advisory Council should assist in making the decision regarding competencies selected. Generally, a school could expect to address approximately 15-20 competencies to fit the time allotment.

COMPETENCY WORKSHEET

Directions: Choose competencies to address the top five categories

Category 1____

Competency

a.____

b.____

c.____

d.____

e.____

Category 2____

Competency

a.____

b.____

c.____

d.____

e.____

Category 3____

Competency

a.____

b.____

c.____

d.____

e.____

Category 4____

Competency

a.____

b.____

c.____

d.____

e.____

Category 5____

Competency

a.____

b.____

c.____

d.____

e.____

TIME AND TASK ANALYSIS FORM
15 MINUTE INTERVALS

CATEGORIES	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE ACTIVITIES
EXAMPLES OF ACTIVITIES	CLASSROOM ACTIVITIES,GROUP ACTIVITIES	INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION	CONSULTATION, PERSONAL COUNSELING SMALL GROUPS, INDIVIDUAL COUNSELING, CRISES COUNSELING, REFERRAL	RESEARCH, STAFF/COMMUNITY DEVELOPMENT, PROFESSIONAL DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S, FIGURING CLASS RANK
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
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7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					
Daily Blocks:					
Grand Total (Total Blocks):					
Daily Percentage:					
Grand Total (Daily Percentage):					

TIME AND TASK ANALYSIS FORM
30 MINUTE INTERVALS

CATEGORIES	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE ACTIVITIES
EXAMPLES OF ACTIVITIES	CLASSROOM ACTIVITIES, GROUP ACTIVITIES	INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION	CONSULTATION, PERSONAL COUNSELING, SMALL GROUPS, INDIVIDUAL COUNSELING, CRISES COUNSELING, REFERRAL	RESEARCH, STAFF/ COMMUNITY DEVELOPMENT, PROFESSIONAL DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S, FIGURING CLASS RANK
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:15					
9:15 - 9:30					
9:30 - 9:45					
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6:30 - 7:00					
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
Daily Blocks:					
Grand Total (Total Blocks):					
Daily Percentage:					
Grand Total (Daily Percentage):					

COUNSELORS TWO WEEK CALENDAR

WEEK I	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. M.					
P. M.					
AFTER SCHOOL					
WEEK II	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
A. M.					
P. M.					
AFTER SCHOOL					

Total Times Curriculum___ Individual Planning___ Responsive Services___ System Support___ Non-Guidance___

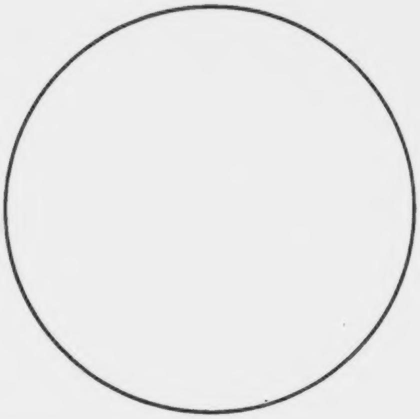
% of Time Curriculum___ Individual Planning___ Responsive Services___ System Support___ Non-Guidance___

Monthly and Yearly Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

BEST COPY AVAILABLE

TIME DISTRIBUTION FORM
ELEMENTARY LEVEL



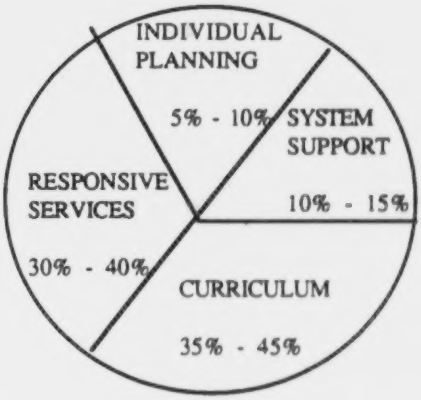
Current District Program
Percentages

Current District Program Percentages

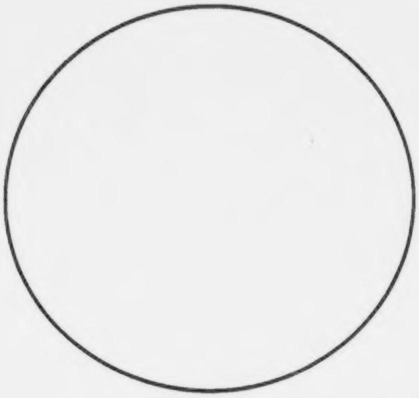
____ guidance curriculum
____ individual planning
____ responsive services
____ system support
____ non-guidance

State-Suggested Percentages

35% - 45% guidance curriculum
5% - 10% individual planning
30% - 40% responsive services
10% - 15% system support
0% non-guidance



State Suggested Percentages

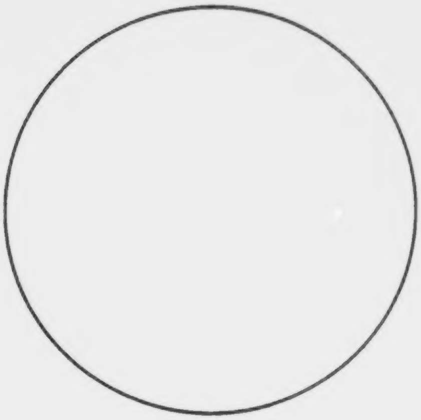


Desired District Program Percentages

Desired District Program Percentages

____ guidance curriculum
____ individual planning
____ responsive services
____ system support

TIME DISTRIBUTION FORM
MIDDLE SCHOOL/JR. HIGH LEVEL



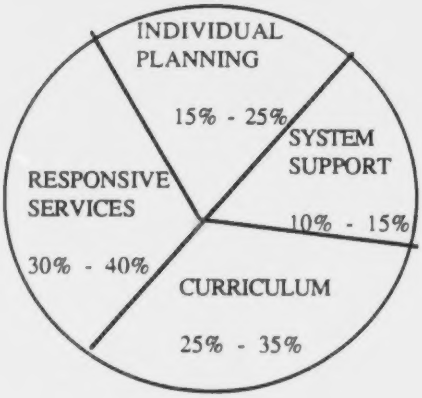
Current District Program Percentages

Current District Program Percentages

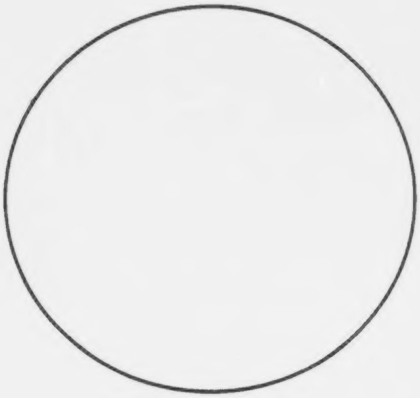
____ guidance curriculum
____ individual planning
____ responsive services
____ system support
____ non-guidance

State-Suggested Percentages

25% - 35%	guidance curriculum
15% - 25%	individual planning
30% - 40%	responsive services
10% - 15%	system support
0%	non-guidance



State Suggested Percentages

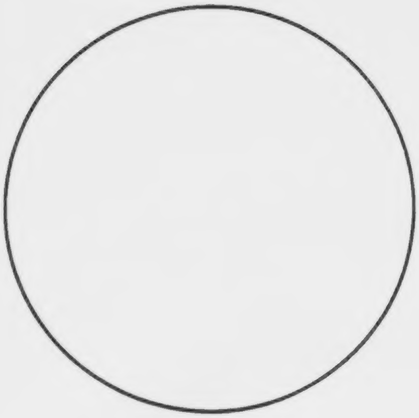


Desired District Program Percentages

Desired District Program Percentages

____ guidance curriculum
____ individual planning
____ responsive services
____ system support

TIME DISTRIBUTION FORM
HIGH SCHOOL LEVEL



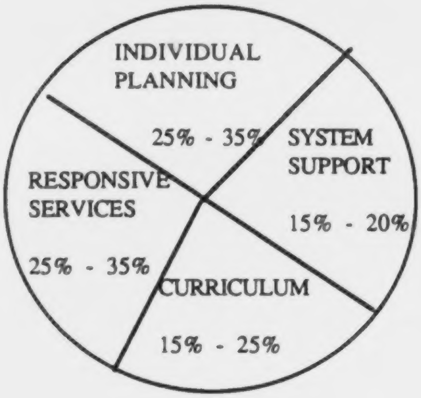
Current District Program Percentages

Current District Program Percentages

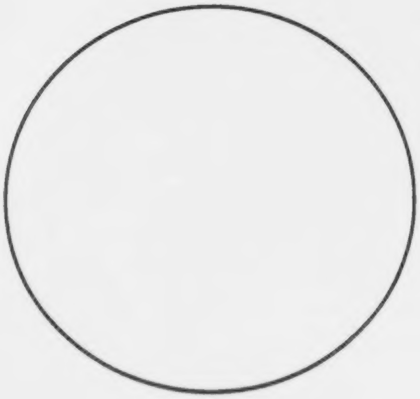
____ guidance curriculum
____ individual planning
____ responsive services
____ system support
____ non-guidance

State-Suggested Percentages

15% - 25% guidance curriculum
25% - 35% individual planning
25% - 35% responsive services
15% - 20% system support
0% non-guidance



State Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

____ guidance curriculum
____ individual planning
____ responsive services
____ system support

A checklist can be utilized as documentation. This can help clarify specific tasks that need to be completed.

DOCUMENTATION FILE CHECKLIST

	In Process	Completed
1. Written definition of philosophy		
2. Board of Education assurances		
3. List of advisory council members		
4. Agenda and minutes of advisory council meetings		
5. Summary of needs assessment data		
6. Categories and competencies based on needs assessment data		
7. Guidance learning activities		
8. Summary sheet of time and task analysis		
9. Time distribution wheel form		
10. Master calendar		

Sample Job Description
Elementary School Counselor

Primary Functions

As a member of the district Guidance department staff, a counselor is to provide a comprehensive guidance program for students in grades K-6. The counselor provides activities to meet the needs of the students, consults with teachers, staff and parents to enhance their effectiveness in helping students, and provides support to other elementary educational programs.

Major Job Responsibilities

1. Implement the elementary guidance curriculum.
2. Guide and counsel groups and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with. problems.
4. Consult with teachers, staff and parents regarding meeting the developmental needs of students.
5. Refer students with severe problems to appropriate community resources in consultation with their parents.
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance program.
8. Pursue professional growth.

Key Duties

1. Implement the elementary guidance curriculum: Conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and/or be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.

2. Guide and counsel groups and individual students through the development of educational and career plans: Provide orientation activities for students new to the school; participate in orientation programs for parents and students; assist students in the transition from elementary to middle/junior high school; inform students and their parents of test results and their implications for educational planning; provide resources and information to assist in career awareness and career exploration activities.

3. Counsel small groups and individual students with problems: Conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the elementary level may include self awareness, self identity, academic problems, behavior problems, peer problems, family issues, child abuse and substance abuse.

4. Consult with teachers, staff and parents regarding meeting the developmental needs of students: Participate in staffings; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school related problems.

5. Refer students with severe problems to appropriate community agencies in consultation with their parents: Consult and coordinate with in-district and community agencies, such as school psychologists, nurses, administrators and community-based psychologists, service agencies and physicians.

6. Coordinate, conduct or participate in activities which contribute to the effective operation of the school: Interpret group test results to faculty and staff; establish effective liaisons with all grade levels; act as an advocate for students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; participate with the administration and faculty as a team member in the implementation of the district testing program.

7. Evaluate and revise the building guidance program: Review periodically with staff and administration the guidance program using the program evaluation self-study; review and modify the program calendar and evaluate guidance learning acitivities.

8. Pursue professional growth: Attend state and local staff development programs; join professional associations (MSCA, MVA, AACD, MACD, AVA, etc.); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

Time Distribution for Elementary School Counselors

In order to carry out a comprehensive developmental guidance program the following allocations of time are suggested:

Guidance Curriculum	35%-45%
Individual Planning	5%-10%
Responsive Services	30%-40%
System Support	10%-15%
Non-Guidance	0%

Sample Job Description
Middle/Junior High School Counselor

Primary Functions

As a member of the Guidance department staff, a counselor is to provide a comprehensive guidance program for students in grades 6-9. The counselor provides activities to meet the needs of the students, consults with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other middle/junior high school educational programs.

Major Job Responsibilities

1. Implement the middle/junior high school guidance curriculum.
2. Guide and counsel groups of and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with problems.
4. Consult with teachers, staff and parents regarding meeting the developmental needs of students.
5. Refer students with severe problems to appropriate community resources in consultation with their parents.
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance program.
8. Pursue professional growth.

Key Duties

1. Implement the middle/junior high school guidance curriculum: Conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers, consult with and be a resource person for teachers to facilitate the infusion of guidance activities into the regular education curricula.

2. Guide and counsel groups of and individual students through the development of educational and career plans: Provide orientation activities for students new to the school; participate in orientation programs for incoming parents and students; assist students in the transition from middle/junior high school to high school; inform students and parents of test results and their implications for educational and career planning; and provide resources and information to assist in further career awareness and career exploration activities.

3. Counsel small groups and individual students with problems: Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the middle/junior high school level may include self awareness, self identity, academic problems,

behavior problems, peer problems, family issues, child abuse, substance abuse, suicide (threats and attempts) and sexuality issues.

4. Consult with teachers, staff and parents regarding meeting the developmental needs of students: Participate in staffings; conduct inservice programs for faculty; conduct/facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school related problems.

5. Refer students with severe problems to appropriate community agencies in consultation with their parents: Consult and coordinates with in-district and community agencies, such as school pyschologists, nurses, administrators and community-based psychologists, service agencies and physicians.

6. Coordinate, conduct or participate in activities which contribute to the effective operation of the school: Interpret group test results to faculty and staff; establish effective liaisons with the various grade levels or instructional departments; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; and participate with the administration and faculty as a team member in the implementation of the district testing program.

7. Evaluate and revise the building guidance program: Review periodically with staff and administration the guidance program using the program evaluation self study; and review and modify the program calendar and evaluate guidance learning activities.

8. Pursue professional growth: Attend state and local staff development programs; join professional associations (MSCA, MVA, AACD, MACD, AVA, etc.); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

Time Distribution for Middle/Junior High School Counselors

In order to carry out a comprehensive developmental guidance program the following allocations of time are suggested:

Guidance Curriculum	25%-35%
Individual Planning	15%-25%
Responsive Services	30%-40%
System Support	10%-15%
Non-Guidance	0%

Sample Job Description
High School Counselor

Primary Functions

As a member of the Guidance department staff, a counselor is to provide a comprehensive guidance program for students in grades 9-12. The counselor provides activities to meet the needs of their assigned case-load, consults with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other high school educational programs.

Major Job Responsibilities

1. Implement the high school guidance curriculum.
2. Guide and counsel groups of and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with problems.
4. Consult with teachers, staff and parents regarding meeting the developmental needs of students.
5. Refer students with severe problems to appropriate community resources in consultation with their parents.
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance program.
8. Pursue professional growth.

Key Duties

1. Implement the high school guidance curriculum: Conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.

2. Guide and counsel groups of and individual students through the development of educational and career plans: Provide orientation activities for students new to the school; participate in orientation programs for incoming 9th graders; guide 9th and 10th graders in the updating of their "High School Four Year Plans"; guide 11th and 12th graders to assist them in evaluating their current status and requirements needed for High School graduation; guide 12th graders to help them to develop and take appropriate steps toward implementing their post-high school educational or career plans; assist in pre-registration of students; guide groups of and individual students and their parents in the use of test results and information for education and

career planning; guide all students to develop tentative career/vocational plans through the use of resources in the guidance center such as MOVIEW.

3. Counsel small groups and individual students with problems: Conduct structured, goal-oriented counseling sessions to meet the identified needs of individual or groups of students. Session topics at the high school level may include self concept, academic problems, attendance and behavior problems, peer problems, family issues, child abuse, substance abuse, suicide (threats and attempts), and sexuality issues.

4. Consult with teachers, staff and parents regarding meeting the developmental needs of students: Participate in staffings; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; assist families with school related problems.

5. Refer students with severe problems to appropriate community agencies in consultation with their parents: Consult and coordinates with in-district and community agencies, such as school psychologist, nurses, and administrators and community-based psychologists, services agencies and physicians.

6. Coordinate, conduct or participate in activities which contribute to the effective operation of the school: Interpret group test results to faculty and staff; establish effective liaisons with the various instructional departments; act as an advocate for groups or individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted educational and special education; and participate with the adminstration and faculty as a team member in the implementation of the district testing program.

7. Evaluate and revise the building guidance program: Review periodically with the staff and administration the guidance program using the program evaluation self study; review and modify the guidance program calendar; evaluate guidance learning activities.

8. Pursue professional growth: Attend state and local staff development programs; join professional associations (MSCA, MVA, AACD, MACD, AVA, etc.); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

Time Distribution for High School Counselors

In order to carry out a comprehensive, developmental guidance program the following allocations of time are suggested.

Guidance Curriculum	15%-25%
Individual Planning	25%-35%
Responsive Services	25%-35%
System Support	15%-25%
Non-Guidance	0%

Sample Job Description
Area Vocational Technical School Counselor

Primary Functions

As a member of the Guidance department staff, the area vocational technical school counselor is to provide a program which maximizes students' entry into appropriate vocational programs, provide guidance for students while enrolled and ensure appropriate placement of exiting students.

Major Job Responsibilities

1. Manage the guidance and placement program
2. Participate in student recruitment, assessment, orientation, counseling, referral, and placement
3. Coordinate efforts to provide all students with job-seeking and job-retention skills
4. Conduct or coordinate student follow-up.
5. Consult with parents or guardians, teachers and other appropriate personnel as necessary.

Key Duties

1. Manage the guidance and placement program. Maintain an on-going public relations delivery system to promote the benefits of the program; conduct an annual formal evaluation of the objectives, activities, and outcomes of the program; review all materials and policies to ensure that they are free from sex bias, stereotyping, and discrimination.

2. Coordinate the recruitment, orientation and selection procedures: Develop and utilize recruitment and orientation materials; develop and implement strategies for recruiting targeted populations; utilize assessment data and other student information for assistance in appropriate instructional placement through a cooperative effort with sending schools; assist in securing financial aid for eligible students.

3. Address the individual needs of students through appropriate guidance, counseling, assessment, and referral services: Provide individual and group guidance and counseling to assist students in making informed decisions about their occupational or educational futures, personal adjustment, and educational progress; assist students in making occupational/educational decisions through appropriate testing and assessment; provide referral services to students when their needs are beyond the training and experiences of school personnel; make available and disseminate current resource material for occupational or educational planning.

4. Assist all students in reaching their career and employment goals: Disseminate job opening information including job requirements to students; provide opportunities for student contact with employers; assist students with placement into continuing education; assist students with placement into the military.

5. Provide all students with job-seeking and job-retention skills: Locate potential employers; teach effective interviewing skills, preparation of applications, resumes, and letters of inquiry; help students assess the potential of job opportunities, understand the importance of positive attitude and behavior and effective interpersonal skills, see the need for lifelong learning for career advancements, and be aware of legal rights and responsibilities of employers and employees.

6. Coordinate follow-up studies which comply with federal and state regulations: Coordinate a student post graduate follow-up with input from the employer; disseminate follow-up results.

COUNSELOR PERFORMANCE BASED EVALUATION

During the 1984-85 school year, Missouri's statewide committee on performance based evaluation developed criteria to be used in the evaluation of counselors. These criteria were intended as part of the performance based teacher evaluation process. The specific items identified were initially organized by a state wide committee of school counselors. It was revised in 1989 using the Missouri Comprehensive Program Model Structure.

Because the evaluation criteria for school counselors relate directly to the Comprehensive Guidance Program, it is essential for the evaluator to confer with the counselor early in the school year regarding these criteria.

Included in this package are sample forms which may be used in evaluating counselors. The format is the same as used in teacher evaluation and reflect the criteria identified for counselors. These forms include the following:

*Pre-observation Worksheet
*Formative Observation Form
*Job Target Sheets
*Summative Evaluation Report

FORMATIVE EVALUATION

Three forms or instruments provide the basis for gathering information and setting goals during the formative evaluation phase. These are the Pre-Observation Worksheet, the Formative Observation Form and the Job Target Sheet. Samples of these forms are provided on the following pages.

The Pre-Observation Worksheet is completed prior to the pre-observation conference and discussed with the evaluator during the pre-observation conference. Use of this worksheet provides the evaluator with an understanding of goals and activities prior to the scheduled observation. It it important to note that many criteria relate to the establishment of direction and goals for the counseling guidance program. It is suggested that evaluators confer with counselors early in the year to discuss the goals established for this program. This may be accomplished during the pre-observation conference prior to a scheduled observation.

During the observation, the evaluator takes sequential notes, recording specifically the activities, events and relevant statements observed. From these notes the evaluator completes the Formative Observation Form. This instrument allows the evaluator to record pertinent information about performance criteria in a useful and logical manner. The Formative Observation Form is completed following both scheduled and unscheduled observations.

The Job Target Sheet assists in the attainment of identified goals. To complete the Job Target, the performance area and the specific criterion statement for the desired objective should be identified. Then the desired improvement objective should be stated in terms similar to the descriptor(s) for that criterion. The procedures for achieving the objective should include the activities and responsibilities of both the counselor or librarian and evaluator. The appraisal method and target dates describe the means by which the evaluator will determine if the objective has been accomplished and the schedule for that accomplishment.

PRE-OBSERVATION WORKSHEET
COUNSELOR

Counselor

Date

School

Period/Time

Counselor completes this form and discusses content with administrator prior to scheduled observation.

1. What will be accomplished during this observation time?

2. Which of the Comprehensive Guidance program components (Guidance Curriculum, Individual Planning, Responsive Services, System Support) will be addressed?

3. What specific activities will take place?

4. Are there any special circumstances of which the evaluator should be aware?

Notes:

Notes:

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

FORMATIVE OBSERVATION FORM

Counselor	Date	School
Time Entered	Time Leaving	Observer

Performance Areas:

1. Implements the Guidance Curriculum component through effective instructional skills and the careful planning of group sessions for students. (classroom activities, group activities)
2. Implements the Individual Planning component through the effective use of guidance skills (individual appraisal, individual advisement, placement, etc.).
3. Implements the Responsive Services component (consultation, personal counseling, crisis counseling and referral skills).
4. Implements the System Support component through effective program monitoring and management.
5. Establishes effective professional relationships.
6. Fulfills professional responsibilities.

Counselor's Signature	Evaluator's Signature

(Signatures simply imply that information has been discussed.)

JOB TARGET SHEET

Counselor ____________________ Date ____________________ School ____________________

1. Performance Area:

2. *Criterion:

3. Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)

4. Procedures for Achieving Objective(s): (Explanation of counselor and administrator responsibilities)

5. Appraisal Method and Target Dates:

6. Counselor's Comments:

7. Evaluator's Comments:

Counselor's Signature/Date ____________________ Evaluator's Signature/Date ____________________

Date Objective Achieved: ______________________________

Counselor's Signature/Date ____________________ Evaluator's Signature/Date ____________________

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

SUGGESTIONS FOR WRITING JOB TARGETS

Counselor ____________ Date ____________ School ____________

1. **Performance Area:**
   State here the performance area.

2. ***Criterion:**
   State a specific criterion such as, "selection of individual planning activities consistent with identified student needs."

3. **Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)**
   State the desired objective (outcome) to be accomplished. This will often be similar to a descriptor for that criterion.

4. **Procedures for achieving objective(s): (Explanation of counselor and administrator responsibilities)**
   Provide specific statements which describe what the counselor is to do to achieve an objective and what you will do to assist. These statements define the process, the steps, and the ingredients for change.

5. **Appraisal Method and Target Dates:**
   How will we know when progress is made? How will we monitor that progress? At what point in time do we expect achievement of the objective or adequate progress so that a time extension is appropriate?

6. **Counselor's Comments:**
   Provide the counselor with the opportunity to share his/her thoughts.

7. **Evaluator's Comments:**
   Be positive. If appropriate, take this opportunity to reinforce the change that needs to be made and why it is appropriate.

Counselor's Signature/Date ____________ Evaluator's Signature/Date ____________

- -

Date Objective Achieved: ____________

Counselor's Signature ____________ Evaluator's Signature ____________

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

SUMMATIVE EVALUATION REPORT FOR COUNSELORS

The Summative Evaluation Report provides a means of synthesizing information obtained during the Formative Evaluation phase. A sample of the suggested Summative Evaluation Report is provided on the following pages. It lists the major performance areas and the specific criteria for each area. Each criterion statement is rated according to the performance level demonstrated by the counselor during the formative phase. The appropriate performance level descriptor should be circled by the evaluator to clearly identify the rating for that criterion and focus attention on that performance level.

The Performance Expecation column represents the level of performance expected of effective counselors. This is the level toward which all should strive. The next column to the right ("In Addition to Performance Expectation") represents exemplary performance and would be typical of only a small percentage of the ratings given. This column should be used with prudence, so that the frequency with which it is used does not dilute the significance of the Performance Expectation column.

A rating below Performance Expectation should have been preceded by efforts to improve that performance through the use of Job Targets. A rating below Performance Evaluation means the counselor is not meeting that criterion at an acceptable level, and appropriate plans for improvement should be continued.

PERFORMANCE BASED EVALUATION FOR COUNSELORS:

PERFORMANCE AREAS AND CRITERIA

Performance Area I

Implements the Guidance Curriculum Component through effective instructional skills and the careful planning of group sessions for students (classroom activities, group activities, etc.), including:

a. effective use of instructional techniques
b. effective use of guidance learning activities
c. active involvement of students in learning
d. selection of competencies consistent with identified student needs
e. evidence of student competency attainment

Performance Area II

Implements the Individual Planning Component through the effective use of guidance skills (individual appraisal, individual advisement, placement, etc.), including:

a. careful planning for sessions
b. presentation of accurate, relevant, unbiased information
c. involvement of students in personalized educational and career planning
d. accurate and appropriate test interpretation
e. selection of individual planning activities consistent with identified student needs

Performance Area III

Implements Responsive Services Component (consultation, personal counseling, crisis counseling and referral skills), including:

a. appropriate identification of problems and issues to be resolved

b. selection of counseling, consulting and referral interventions appropriate to students' problems and circumstances
c. demonstration of well-planned and goal-oriented sessions
d. use of small group and individual techniques that are appropriate to the topic and to students' needs and abilities
e. active involvement of students in the counseling, consulting and referral process
f. provides timely follow-up
g. provision of services consistent with identified student needs

Performance Area IV

Implements the System Support Component through effective program monitoring and management, including:

a. providing a comprehensive and balanced guidance program
b. selecting program activities which meet identified, student needs and are consistent with building and district goals
c. collecting evidence that students achieve meaninful outcomes from program activities
d. operating within established procedures, policies and priorities
e. contributing to organizational solutions outside of assigned responsibilities
f. implementing programs which explain the school guidance program
g. attending to ideas and concerns expressed regarding the guidance program
h. providing necessary support for other school programs

Performance Area V

Establishes effective professional and interpersonal relationships including:

a. demonstrates positive interpersonal relationships with students
b. demonstrates positive interpersonal relationships with educational staff

c. demonstrates positive interpersonal relationships with parents/patrons

Performance Area VI

Fulfills professional responsible including:

a. participates in professional growth activities
b. follows the policies, procedures, and directives of the school district
c. maintains professional and responsible work habits
d. practices according to ethical standards and legal guidelines

PERFORMANCE AREAS AND CRITERIA

The following is not meant to be all-inclusive nor are all items necessarily mutually exclusive. It should not be used as a checklist, but rather it is intended to make the school counselor's role more tangible in term of the evaluation process.

Performance Area I

Implement Guidance Curriculum Component through the use of effective instructional skills and the careful planning of group sessions for students.

A. Effective use of instructional techniques

1. selects terminal objective
2. weeds out nonessentials
3. instructs at an appropriate level of difficulty
4. selects learning sequence

B. Effective use of guidance learning activities

1. explanation
2. checking for understanding
3. modeling
4. guided practice
5. closure
6. independent practice
7. corrections
8. evaluation

C Active involvement of students in learning

1. varies activities
2. interacts with students in appropriate group formats
3. solicits student participation
4. extends students' responses/contributions
5. secures and maintains students' attention
6. gives clear directions
7. manages students' behavior
8. uses strategies to motivate students for learning

D. Selection of competencies consistent with identified, student needs

1. implements instruction at appropriate level of difficulty
2. assesses student needs formally and informally
3. adheres to district guidance scope and sequence and curriculum

Performance Area II

Implements the Individual Planning Component through the effective use of guidance skills (individual appraisal, individual advisement, placement, etc.), including:

A. Careful planning of sessions

1. effectively uses guidance learning activity design, with expanded use of guided practice
2. uses variety of guidance techniques
3. understands/applies theories of vocational choice

B. Presentation of accurate, relevant, unbiased information

1. presents information so that students can process/internalize it

   a. uses vocabulary appropriate to the students

2. stresses important points
3. clarifies students' misunderstanding
4. identifies, selects, organizes, and makes accessible educational and career information systems; makes information resources available to students
5. utilizes materials effectively
6. is knowledgeable abut the range of educational and career alternatives and the value of each of these

C Involvement of students in personalized educational and career planning

1. helps students establish goals and use planning skills
2. knows students' abilities, achievements, interests, and goals
3. effectively uses consultation skills as needed
4. encourages parental input into student planning
5. correctly assesses students' educational and career aspiration and information needs
6. conducts activities with groups of sizes conducive to ensure effectiveness and efficiency

D. Accurate and appropriate test interpretation

1. provides appropriate information to students, parents, and school staff in timely manner
2. ensures that individuals know how to read reports of interest/use to them
3. strives to guard against the overinterpretation or other inappropriate use of test results data
4. in presenting test results interpretation, attends to the confidential and private nature of individual test information
5. understands/applies basic statistical concepts essential in the use of appraisal instruments and data
6. understands/applies basic concepts and principles of measurement and evaluation
7. processes appraisal data appropriately for use in guidance and counseling

E Selection of individual planning activities consistent with identified student needs

1. assesses student needs for planning assistance formally and informally
2. presents needs-identification data to reflect data from follow-up studies of former students' actual educatonal and career progress
3. provides information about important dates and tasks to be accomplished
4. adheres to district guidance program framework, time frame and priorities

Performance Area III

Implements Responsive Services Component through effective use of counseling, consultation, and referral skills, including:

A. Appropriate identification of problems/issues to be resolved

1. in counseling, assists students to define their problems
2. in consultation, collaborates with consultee in problem definition
3. in referral, understands and articulates the basis for referral

B. Selection of counseling, consulting or referral interventions appropriate to students' problems and circumstances

1. recognizes own personal/professional limitations and organizes case load appropriately
2. accepts referrals in a competent and professional manner
3. responds appropriately to requests for information

Counseling

1. utilizes a variety of techniques and procedures
2. operates from a consistenly applied and conscious awareness of own theoritcal base
3. is nonjudgmental of students
4. understands the dynamics of individual behavior in the counseling relationship or in a group

Consulting

1. has expertise to share
2. shares information
3. in problem specification, gathers as much information as needed to consult effectively and efficiently
4. in goal setting, understands consultees' responsibilities and goals
5. establishes credibility by being able to suggest a variety of options, alternatives, resources, or strategies

6. coordinates the development and implementation of the consultees' behavioral plan of action

Referral process: problem specification, evaluation of need for referral, resource identification, referral and follow-up.

1. is knowledgeable about sources for referral
2. seeks out referral sources
3. conducts adequate research about referral sources
4. refers at appropriate time in helping process

C Demonstration of well-planned and goal-oriented sessions

1. sessions are effective: objectives are established and attained
2. sessions are efficient: objectives are the focus of the sessions; however, sensitivity to divergent needs of the group/individual is imperative

D. Use of small group and individual techniques that are appropriate to the topic and to students' needs and abilities

1. discerns when individual or group counseling would be most facilitative to the problem presented by the counselees
2. uses group counseling when it is determined to be more or as effective as individual counseling
3. structures specialized groups as to topic and purpose as well as membership composition
4. displays working knowledge of developmental tasks and coping behaviors of different age levels and the skills to use group techniques appropriate for client level

E Active involvement of students in the counseling, consulting and referral process

Counseling

1. counseling results in students' acting to solve problems
2. holds student-oriented sessions
3. allows students to speak freely about problems
4. assists students in exploration of affect

5. assists students in goal setting
6. assists students in establishing a concrete, behavioral plan aimed at problem resolution
7. avoids premature advice or superficial reassurance
8. listens effectively

Consulting

1. consulting results in consultee acting to solve problem
2. encourages input from consultee
3. facilitates communication between participants
4. avoids premature, superficial advice or reassurance
5. handles expressions of conflict in a constructive manner
6. is appreciative of ideas expressed by others
7. promotes a spirit of compromise and cooperation
8. listens effectively

Referral

1. exhibits skill in the art of referral such that person needing referral feels comfortable
2. assistance results in client going to referral source
3. initiates contacts between referral sources and individuals who have been referred

F. Provides timely follow-up

1. follows up with students and other clients as to their progress in implementation of the problem-solving action plan
2. ensures communication between appropriate people
3. prepares/maintains appropriate documentation, forms, records, etc. relevant to cases
4. implements follow-up activities as recommended for clients by referral sources

G. Provision of services consistent with identified student needs

1. conducts formal and informal needs assessments
2. determines needs and priorities as perceived by students, parents, staff and administration

3. recognizes situations that need attention
4. attends to priorities established in the guidance program framework and in other district memos

Performance Area IV

Implements system support component through effective program monitoring and management, including:

A. Providing a comprehensive and balanced guidance program

1. uses effective planning skills
    a. assesses program needs and priorities accurately
    b. establishes realistic program goals
    c. uses results of evaluation to improve program
    d. plans program and activities
    e. determines suitable and workable time schedule
    f. plans an overview of the year
    g. writes program plan

2. uses effective organizational skills
    a. establishes meaningful objectives
    b. sequences activities in a meaningful design
    c. sets timelines and follows them
    d. operates from a program calendar

3. uses resources effectively
    a. selects and creates sound materials
    b. manages equipment and facilities and budget effectively
    c. takes proper care/makes proper use of equipment
    d. assigns tasks or duties appropriately/delegates effectively
    e. considers strengths of human talent available
    f. seeks assistance if does not have adequate answers
    g. utilizes administration and other staff as appropriate
    h. provides resource materials and information to students, staff, parents

4. evaluates program effectively
    a. systematically evaluates overall program effectiveness
    b. uses results of evaluation to improve program

B. Selecting program activities that meet identified student needs and are consistent with building and district goals

1. bases building program on student and community needs
2. bases building program on the district framework

C Collecting evidence that students achieve meaningful outcomes from program activities

1. evaluates effectiveness of activities
2. evaluates quantity and quality of student growth in guidance and counseling activities
3. provides for a system of evaluating programs and activities
4. uses results of evaluation tools to reassess program goals, objectives, and strategies
5. consistently evaluates program activities

D. Operating within established procedures, policies, and priorities

1. complies with letter and intent of regulations, directives, and instructions form superiors
2. administers activities in accordance with district guidelines

E. Contributing to organizational solutions outside of assigned responsibilities

1. works as member of team in working to solve organizational problems
2. accepts responsibility for helping others learn their responsibilities and is able to do this without taking over others' roles

F. Implementing programs that explain the school guidance program

1. explains the philosophy, priorities, and practices of the guidance program effectively and articulately
2. has a building PR plan for helping the parents as well as the students and staff understand the guidance program and its variety of activities
3. uses a variety of strategies to communicate to parents, e.g., newsletters, columns, parent education sessions, open houses

G. Attending to ideas/concerns expressed regarding the guidance program

1. listens with an open mind
2. accepts suggestions gracefully
3. is not unnecessarily defensive with parents or community representatives; works to understand their concerns
4. maintains professional detachment in circumstances where patrons are misinformed, mistrusting (JER's five categories)

H. Providing necessary support for other school programs

1. cooperates with other departments for the best interests of the students, school and community
2. serves on building and district committee when necessary
3. works cooperately with administrators for the betterment of building and district

Performance Area V

Establishes effective, professional and interpersonal relationships

A. Demonstrates positive interpersonal relations with students

1. promotes positive self-image in students
2. promotes students' self-control
3. makes an effort to know students as individuals

4. interacts with students in a mutually respectful and friendly manner
5. gives constructive criticism and praise when appropriate
6. is available to all students
7. acknowledges the rights of others to hold differing views or values
8. demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups
9. uses discretin in handling confidential information and difficult situations

B. Demonstrates positive interpersonal relations with educational staff

1. works cooperatively with colleagues in planning counseling activities
2. shares ideas, materials and methods with other staff members
3. makes appropriate use of support staff
4. works cooperatively with the schools' administration to implement policies and regulations for which the school is responsible
5. informs administrators and/or appropriate personnel of school-related matters

C Demonstrates positive interpersonal relations with parents/patrons

1. cooperates with parents in the best interest of the students
2. provides a climate which opens up communication between counselor and parent
3. supports and participates in parent-teacher activities
4. promotes patron involvement with school
5. initiates communication with parents when appropriate

Performance Area VI

Fulfills professional responsibilities

A. Participates in professional growth activities

1. demonstrates commitment by participation in professional activities (e.g., professional organizations, coursework, workshops, conferences)
2. takes advantage of opportunities to learn from colleagues, students, parents and community
3. keeps abreast of developments in the counseling profession

B. Follows the policies, procedures and directives of the school district

1. strives to stay informed about policies and regulations applicable to his/her position
2. selects appropriate channels for resolving concerns/problems

C Maintains professional and responsible work habits

1. completes duties promptly and accurately
2. is punctual
3. provides accurate data to the school and district as requested for management purposes
4. carries out duties in accordance with established job description

D. Practicing according to the profession's ethical standards and legal guidelines

1. observes ethical standards of the American School Counselor Association and the American Association of Counseling and Development
2. adheres to district policies and legal guidelines
3. refrains from revealing confidential information inappropriately
4. does not impose personal value judgments on students, their families, or on school staff

5. demonstrates impartiality with respect to sex, ethnicity, or ability of students
6. is aware of own personal/emotional and professional limitations
7. maintains confidentiality within established parameters

During the cycle evaluation year, no more than one third of the formative evaluations would use the regular teacher observation form. A minimum of two thirds of the observations would refer to the special counselor responsibilities.

Summative Evaluation Report Counselor__________________Date________

Performance Area I: Implementing the Guidance Curriculum Component

Criteria The Counselor. . .	Not Observed ** A I				
A. Uses effective instructional techniques	A I	Displays little or no skill in using effective instructional techniques.	Intermittently displays skill in using effective instructional techniques.	Consistently uses effective instructional techniques.	Displays evidence of superior skill in using effective instructional techniques.
B. Uses guidance learning activities	A I	Displays little or no evidence of use of guidance learning activities	Intermittently displays evidence of use of guidance learning activities.	Consistently uses guidance learning activities.	Displays exceptional use of guidance learning activities.
C. Is actively involved in students learning	A I	Displays little or no evidence of being involved in student learning.	Demonstrates limited involvement in students learning.	Demonstrates active involvement in students learning.	Demonstrates excellent involvement in students learning.
D. Selects competencies consistent with student needs	A I	Shows little or no evidence of selecting competencies consistent with student needs.	Inconsistently selects competencies consistent with student needs.	Effectively selects competencies consistent with student needs.	Demonstrates extreme skill in selecting competencies consistent with students needs.
E. Provides evidence of student competency attainment	A I	Provides little or no evidence of student competency attainment.	Provides limited evidence of student competency attainment.	Consistently provides evidence of student atttainment.	Demonstrates superior ability in providing evidence of student competency attainment.

Counselor__________________Date_______

Performance Area II: Implementing the Individual Planning Component

Criteria The Counselor. . .	Not Observed ** A I				
A. Carefully plans sessions	A I	Shows little or not evidence of planning for sessions.	Shows inconsistency in planning for sessions.	Consistently and carefully plans for sessions.	Demonstrates exceptional skill in planning sessions.
B. Presents accurate, relevant, unbiased information	A I	Does not present accurate, relevant, unbiased information.	Inconsistently presents accurate, relevant, unbiased information.	Consistently presents accurate, relevant, unbiased information.	Is extremely skillful in presenting accurate, relevant, unbiased information.
C. Involves students in personalized educational and career planning	A I	Demonstrates insufficient involvement in personalized educational and career planning.	Occasionally involves students in personalized educational and career planning.	Consistently involves students in personalized educational and career planning.	Demonstrates superior skill in involving students in personalized educational and career planning.
D. Accurately and appropriately interprets test information	A I	Demonstrates insufficient skill and knowledge necessary to interpret test information accurately and appropriately.	Inconsistently demonstrates the skill and knowledge necessary to interpret test information accurately and appropriately.	Consistently demonstrates the skill and knowledge necessary to interpret test information accurately and appropriately.	Demonstrates extreme skill and knowledge in interpreting test information accurately and appropriately.
E. Selects individual planning activities consistent with identified student needs.	A I	Shows little or no evidence of selecting individual planning activities consistent with identified student needs.	Inconsistently selects individual planning activities consistent with identified student needs.	Effectively select individual planning activities consistent with identified student needs.	Shows superior ability in selecting individual planning activities consistent with identified student needs.

Performance Area III: Implementing the Responsive Services Component Counselor_________________ Date_______

Criteria The Counselor. . .	Not Observed ** A I				
A. Identifies problems and issues to be resolved	A I	Shows little or no ability to identify problems and issues to be resolved.	Inconsistently identifies problems and issues to be resolved.	Consistently identifies problems and issues to be resolved.	Demonstrates superior ability to identify problems and issues to be resolved.
B. Selects counseling, consulting, and referral interventions appropriate to students' problems	A I	Shows little or no ability to select counseling, consulting, and referral interventions appropriate to students' problems.	Inconsistently selects counseling, consulting, and referral interventions appropriate to students' problems.	Effectively selects counseling, consulting and referral interventions appropriate to students' problems.	Demonstrates exceptional ability to select counseling, consulting and referral interventions appropriate to students' problems.
C. Conducts well planned and goal oriented sessions	A I	Does not conduct well planned and goal oriented sessions.	Occasionally conducts well planned and goal oriented sessions.	Consistently conducts well planned and goal oriented sessions.	Demonstrates exceptional ability to conduct well planned and goal oriented sessions.
D. Uses small group and individual techniques appropriate to students' needs	A I	Displays little or no ability to use small group or individual techniques appropriate to students' needs.	Intermittently uses small group and individual techniques appropriate to students' needs.	Effectively uses small group and individual techniques appropriate to students' needs.	Displays excellent ability to use small group and individual techniques appropriate to students' needs.
E. Involves students in the counseling, consulting and referral process	A I	Very seldom or never involves students in the counseling, consutling and referral process.	Inconsistently involves students in counseling, consulting, and referral process.	Consistently involves students in the counseling, consulting and referral process.	Demonstrates superior skill in including students in the counseling, consulting, and referral process.
F. Provides timely follow-up	A I	Shows little or no effort to provide timely follow-up.	Occasionally provides timely follow-up.	Consistently provides timely follow-up.	Demonstrates exceptional ability in providing timely follow-up
G. Provides services consistent with identified student needs.	A I	Shows little or no evidence of providing services consistent with identified student needs.	Occasionally provides services consistent with identified student needs.	Effectively provides services consistent with identified student needs.	Demonstrates exceptional skill in providing services consistent with identified student needs.

Performance Area IV: Implementing the System Support Component **Counselor**__________________**Date**_______

Criteria: The Counselor	Not Observed ** A I				
A. Provides a comprehensive and balanced guidance program	A I	Does not provide a comprehensive and balanced guidance program.	Ineffectively provides a comprehensive and balanced guidance program.	Clearly organizes and provides a comprehensive and balanced program.	Demonstrates superior ability to organize and provide a comprehensive and balanced guidance program.
B. Selects program activities which meet student needs and are consistent with building and district goals.	A I	Shows little or no evidence of selecting program activities which meet student needs and are consistent with building and district goals.	Inconsistently selects program activities which meet student needs and are consistent with building and district goals.	Effectively selects program activities which meet student needs and are consistent with building and district goals.	Demonstrates exceptional skill at selecting program activities which meet student needs and are consistent with building and district goals.
C. Collects evidence that students achieve meaningful outcomes from program activities	A I	Shows little or no evidence that students achieve meaningful outcomes as a result of program activities.	Collect inconsistent evidence that supports students achieve meaningful outcomes as a result of program activities.	Collects data that clearly shows students achieve meaningful outcomes as a result of program activities.	Shows superior skill in collecting data supporting student achievement of meaningful outcomes as result of program activities.
D. Operates within established procedures, policies and priorities	A I	Ignores established procedures, policies and priorities.	Inconsistently operates within established procedures, policies and priorities.	Consistently operates within established procedures, policies and priorities.	Displays extreme skill for operating within established procedures, policies and priorities.
E. Contributes to organizational solutions outside of assigned responsibilities	A I	Shows little or no evidence of contributing to organizational solutions outside of assigned responsibilities.	Intermittently contributes to organizational solutions outside of assigned responsibilities.	Consistently contributes to organizational solutions outside of assigned responsibilities.	Constantly provides leadership necessary that contributes to organizational solutions outside of assigned responsibilities.
F. Implements programs to explain the school guidance program	A I	Displays little or not energy to implement programs to explain the school guidance program.	Ineffectively implements programs to explain the school guidance program.	Effectively implements programs to explain the school guidance program.	Provides extra efforts to implement programs to explain the school guidance program.
G. Attending to ideas and concerns expressed regarding the guidance program	A I	Ignores ideas and concerns expressed regarding the guidance program.	Inconsistently attends to ideas and concerns expressed regarding the guidance program.	Effectively attends to ideas and concerns expressed regarding the guidance program.	Actively solicits and is extremely skillful in attending to idas and concerns regarding the guidance program.
H. Provides necessary support for other school programs	A I	Shows little or no support for other school programs.	Occasionally provides necessary support for other school programs.	Consistently provides necessary support for other school programs.	Seeks out and voluntarily provides support for other school programs.

Performance Area V: Professional and Interpersonal Relationships Counselor_______________ Date________

Criteria The Counselor. . .	Not Observed ** A I				
A. Demonstrates positive interpersonal relations with students	A I	Is unresponsive to the needs of students.	Intermittently shows sensitivity to the needs of students.	Demonstrates sensitivity to all students.	Willingly provides extra efforts to meet the needs of students.
B. Demonstrates positive interpersonal relations with educational staff	A I	Shows little or not interest in interacting with educational staff.	Intermittently shows interest in activities of educational staff.	Works well with members of educational staff.	Provides leadership to promote a good working relationship with educational staff.
C. Demonstrates positive interpersonal relations with parents/patrons	A I	Shows little or no interest in interacting with parents/patrons.	Intermittently shows interest in the activities and needs of parents/patrons.	Works well with parents/patrons.	Provides active leadership to promote a good working relationship with parents/patrons.

Performance Area VI: Professional Responsibilities Counselor__________________ Date_________

Criteria The Counselor	Not Observed ** A I				
A. Participates in professional growth activities	A I	Shows little or no interest in professional growth activities.	Occasionally participates in professional growth activities.	Seeks outs and voluntarily participates in relevant professional activities.	Initiates professional growth activities; encourages other staff to participate in professional activities.
B. Follows the policies and procedures of the school district	A I	Does not comply with school and district regulations and policies.	Intermittently complies with school and district regulations and policies.	Fully complies with school and district regulations and policies.	Provides leadership in the development and improvement of school and district regulations and policies.
C. Demonstrates a sense of professional responsibility in work habits	A I	Does not fulfill directed school responsibilities.	Needs to be reminded to meet directed school responsibilities.	Fulfills directed school responsibilities.	Is self-motivated; assumes extra responsibilities willingly.
D. Practices ethical standards and follows legal guidelines	A I	Ignores ethical standards and does not follow legal guidelines.	Inconsistently practices ethical standards and occasionally follows legal guidelines.	Consistently practices ethical standards and follows legal guidelines.	Provides leadership and example in efforts to practice ethical standards and follow legal guidelines.

Comments:	Comments:

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed)

SAMPLE PROGRAM
EVALUATION SELF-STUDY FORM

The following form is designed to be used by counselors and administrators to conduct a self-study of the guidance program. The first two pages provide demographic information about the school, the number and case loads of the counselors involved and the distribution of counselor time across the guidance program components.

Following the first two pages are the program standard indicators. Mark for each indicator whether or not the item is in place (yes or no) and then rate the effectiveness of that items on the scale provided ("1" is low and "5" is high).

SAMPLE PROGRAM EVALUATION SELF-STUDY

GUIDANCE DEPARTMENT STAFF:

____

____

____

____

____

____

____

____

I. DESCRIPTION OF SCHOOL, COMMUNITY AND GUIDANCE PROGRAM.

Current Enrollment____________________________________

# Students / Grade Level:

Grade	Number
_____	_______
_____	_______
_____	_______
_____	_______
_____	_______
_____	_______

Generalization of Socio-Economic status of student body:______

____

Ethnic composition of student body by percentage:

Asian	_______
Black	_______
Hispanic	_______
White	_______
Other	_______

Generalization of educational level of students (based on school summary report of standardized test results):

Achievement__________________ Abilities____________________

Number of faculty______________________________

Other specialists available to students:______________________

____

Definition of counselor caseload:

# of Counselors ______
# of Counselees per counselor ______

Counselor caseload assignments:____________________________

____

____

If the counselors have special assignments, please list them below:

____

____

The time distribution for the delivery of the Comprehensive Guidance Program for the school year was as follows:

Component	Percentage
Guidance Curriculum	__________
Individual Planning	__________
Responsive Services	__________
System Support	__________
Non-Guidance	__________

COMPREHENSIVE GUIDANCE PROGRAM STANDARDS AND INDICATORS

Guidance Programs - through a comprehensive guidance program, school counselors provide important program activities to students, parents, teachers and administration.

A. In each attendance center there is a comprehensive guidance program which has a defined adminstrative structure.

1. Is there a written definition and a written philosophy for the guidance program?

   *Yes*___ 1 2 3 4 5
   *No*___

   a. There is a written definition for the guidance program.
   b. There is a written philosophy for the guidance program.

2. Are the guidance facilities appropriate and do they correlate with the goals of the program?

   *Yes*___ 1 2 3 4 5
   *No*___

   a. There is a properly equipped, soundproof office for each counselor.
   b. There is adequate storage space.
   c. Space if available for individual, small group or classroom size group activities.

3. Has an advisory council been established and maintained that provides support, offers advice and reviews program activities?

   *Yes*___ 1 2 3 4 5
   *No*___

   a. There is a listing of advisory council membership.
   b. There is evidence of schedules meetings.
   c. There is a mission statement for the advisory council.

4. Are guidance resource materials and equipment available which meet guidance program requirements?

   *Yes*___ 1 2 3 4 5
   *No*___

   a. Community resources have been identified.
   b. Printed, audio visual and video materials are adequate to meet the needs of the program.

c. There is a well organized and displayed collection of guidance resource materials and equipment.
d. Guidance resource materials are reviewed and updated on a regular basis.
e. Guidance resource materials are reviewed to ensure that they are free from sex bias, stereotyping and discrimination.

5. Is there an organized and functional staffing pattern for the guidance program?

*Yes*___ 1 2 3 4 5
*No*___

a. An organizational structure/chart is developed which shows:

    1. A designated administrative unit at the district and building level for guidance.
    2. A designated person within the district and building level who is responsible for overall administration and coordination of guidance program activities.
    3. Certified counselors are employed within the state standards for counselor pupil ratio.
    4. Adequate secretarial/clerical support is provided.

b. There is a job description for counselors at all levels directly based on the guidance program structure.

6. Is there an adequate budget to carry out the full intent of the guidance program.

*Yes*___ 1 2 3 4 5
*No*___

a. A budget is in place that fully supports the guidance program.
b. The guidance program budget is separate and distinct from the school testing budget.

Evaluation of defined administrative structure:

a. Major strengths:

b. Items in greatest need of strengthening:

Plans for improvement:

a. Short-range goals:

b. Long-range goals:

B. In each attendance center there is a comprehensive guidance program which has a defined program structure.

1. Is there a K-12 Guidance Curriculum Component consisting of structured, developmental experiences presented systematically through classroom and group activities?

*Yes*___ 1 2 3 4 5
*No*___

a. Counselor(s) maintain a schedule of classroom and/or large group presentations.
b. Counselor(s) have implemented curriculum units or activities with clearly defined intent and purpose.
c. Counselor(s) spend an appropriate amount of time within the curriculum delivery component.

elementary	35%-45%
middle/junior high school	25%-35%
high school	15%-25%

d. Counselor(s) have maintained a master program calendar to verify and account for program activities.
e. The guidance curriculum adequately addresses identified students needs/competencies.

2. Is there an identified list of student competencies to be achieved through the comprehensive guidance program?

*Yes*___ 1 2 3 4 5
*No*___

a. A needs assessment has been carried out which identifies student/community priorities, including those students who are handicapped and/or disadvantaged.
b. The competencies identified through the needs assessment process are reviewed on a regular basis by administration and guidance staff.

c. A procedure is in place which will provide an indication of student achievement as a result of guidance program activities.

3. Is there an Individual Planning Component consisting of assessment, advisement and placement activities that help students manage their personal and career development?

*Yes*___ 1 2 3 4 5
*No*___

a. There is a plan that helps students to assess and interpret data and information related to their abilities, interests, skills, and achievement.
b. There is a plan for counselors to use individualized appraisal information to help students realize their personal, educational and career goals.
c. Counselor(s) spend an appropriate amount of time within individual planning component.

elementary	5%-10%
middle/junior high school	15%-25%
high school	25%-35%

4. Is there a Responsive Services Component that consists of counseling, consultation and referral activities?

*Yes*___ 1 2 3 4 5
*No*___

a. Counselor(s) have a process to consult with students, parents and other educators.
b. Counselor(s) provide counseling on a small group and individual basis and maintain a schedule of these contacts.
c. Counselor(s) provide counseling supportive and other activities to students and families facing emergency situations and maintain a schedule of these activities and contacts.
d. Counselor(s) use other professional resources of the school and community to refer students when appropriate and maintain a record of these referrals.
e. Counselor(s) spend an appropriate amount of time within the responsive services component.

elementary	30%-40%
middle/junior high school	30%-40%
high school	25%-35%

5. Is there a System Support Component consisting of guidance program management activities?

*Yes*___ 1 2 3 4 5
*No*___

a. A procedure has been developed to evaluate guidance program activities to collect follow-up information and to refine and update curriculum units.
b. An orientation program has been developed to acquaint staff and community with the aims and purposes of the guidance program.
c. School counselors participate in in-service programs, attend professional meetings and contribute to professional literature when appropriate.
d. School counselors are involved in activites that will increase their knowledge about community resources, employment opportunities and local labor market trends.
e. School counselors meet with appropriate school personnel to discuss such issues as policies, procedures and activities related to student transition, and program placement.
f. School counselors support instruction by interpreting test scores, and other data about student performance to teachers, administration and board of education.
g. School counselors assist teachers and administrators in systematically identifying students at risk and assist in developing strategies designed to increase the likelihood of their continuing in school.
h. Counselors spend an appropriate amount of time within the system support component.

elementary	10%-15%
middle/junior high school	10%-15%
high school	15%-20%

Evaluation of program structure:

a. Major strengths:

b. Items in greatest need:

Plans for improvement:

a. Short-range goals:

b. Long-range goals:

II. SUMMARY OF GUIDANCE PROGRAM EVALUATION--SELF STUDY

Prioritized list of major strengths:

Prioritized list of items in greatest need of strengthening:

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW ABOUT DIFFERENT JOBS IN MY COMMUNITY.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: CONSTRUCTION PAPER AND CRAYONS

"WORKERS WE KNOW"

INTRODUCTION: The purpose of this lesson is to stimulate children's awareness of careers through adults familiar to them.

PROCEDURE:

1. Discuss various jobs which people do that are familiar to each student.
2. Encourage each student to discuss jobs their parents, grandparents or aunts and uncles may have.
3. Tell the students to draw someone they know in their work clothes. Also have the students draw any type of supplies or tools needed for work by this person.
4. Give students the opportunity to share their drawings and then display them on a mural in the classroom.
5. As a follow-up, allow students to share objects (tools, equipment, etc.) or bring in their mom, dad, aunt, or uncle to talk about their job.

OBSERVATION NOTES

Look for children who may not have a role model to draw. Assist them in choosing someone to draw for their picture.

Area I- Category A- Competency 1

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW ABOUT DIFFERENT JOBS IN MY COMMUNITY.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: PAPER FOR DRAWING AND CRAYONS

"POSSIBLE CAREERS AND THE WORLD OF WORK"

INTRODUCTION: In order to make decisions about vocations, students need to learn about possible careers, the world of work, and how individuals see themselves in relation to vocational opportunities.

PROCEDURE:

1. On a chalkboard or easel, brainstorm and list various jobs as students provide them.
2. Provide plain paper and crayons to each student. Ask the students to draw a picture of a career of interest to them. Collect the drawings at the end of the class period and keep them for future lessons in career awareness.
3. Discuss the grouping or categorizing of jobs. Categorize the students' pictures into categories such as:

Helping	Service	Technical	Professional
Nurse	Garbage Collector	Engineer	Physician
Social Worker	Barber/Beautician	Mechanic	Dentist
Police Officer	Truck Driver	Computer Programmer	Accountant
Counselor	Waiter/Waitress	Electrician	Teacher

4. Also discuss the overlap of categories and that some students may feel a counselor belongs in the professional category with a teacher.

OBSERVATION NOTES

Circulate around the room and observe the drawings and student comments. Be aware of students who have difficulty getting started. Ask questions to clarify what interests the child has and suggest appropriate jobs to fit that interest. As a follow up, students may want to put together a career folder with magazine pictures and drawings of various careers which interest them.

Area I- Category A- Competency 1

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW ABOUT DIFFERENT JOBS IN MY COMMUNITY.
TIME: 35 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: OCCUPATIONAL CLUSTER PACKET

"I KNOW WHAT JOBS ARE AVAILABLE"

INTRODUCTION: This lesson will provide career awareness and enhance the concept of work.

PROCEDURE:

1. Discuss concept of work clusters.
2. Show the class the "Occupational Cluster Packet."
3. Ask for input from the class. Discuss various types of jobs.
4. Ask students to name at least one job in the cluster they would like to know more about. Walk around the room and discuss the pages of the packet individually with each student with the class allowing the individual student to lead the discussion of his/her picture.
5. Pass out pictures from packet to students. Have them color the pictures.

OBSERVATION NOTES

Be aware of students who have difficulty with answering questions or supplying names of jobs in the cluster they liked.

OCCUPATIONAL CLUSTER PACKET

1

Agri-business
& Natural
Resources

2

Business
& Office

3

Communications
& Media

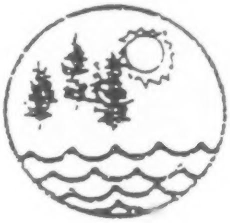
4

Construction

5

Consumer &
Homemaking
Education

6



Environment

7

Fine Arts &
Humanities

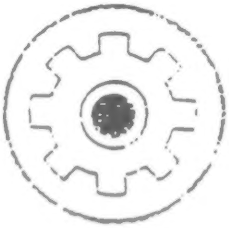
8

Health

9

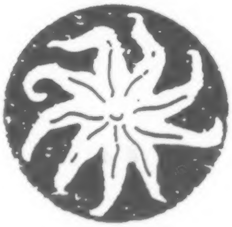
Hospitality
& Recreation

10



Manufacturing

11



Marine
Science

12

Marketing &
Distribution

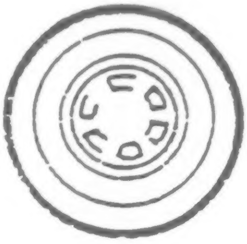
13

Personal
Services

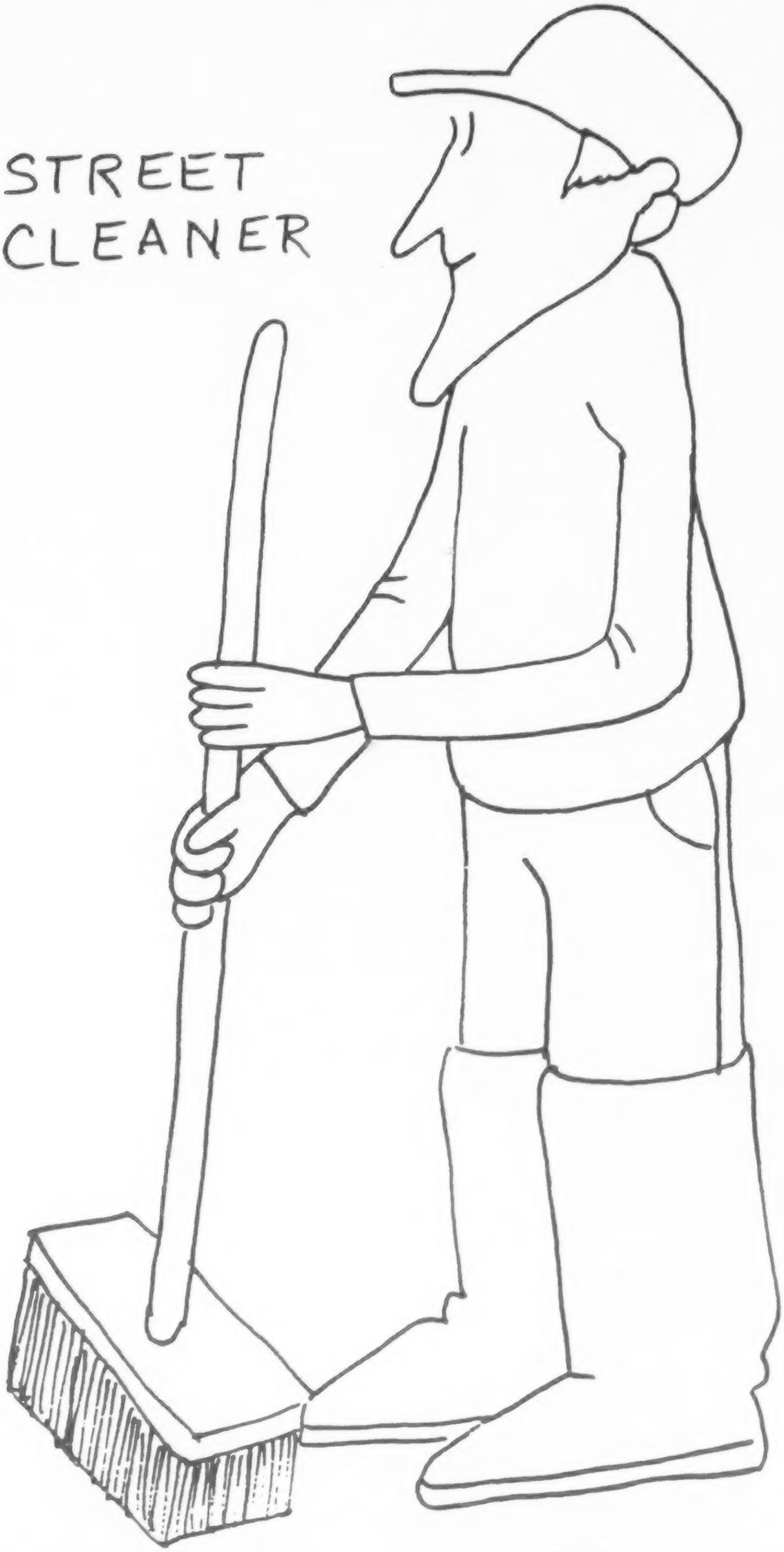
14

Public
Service

15

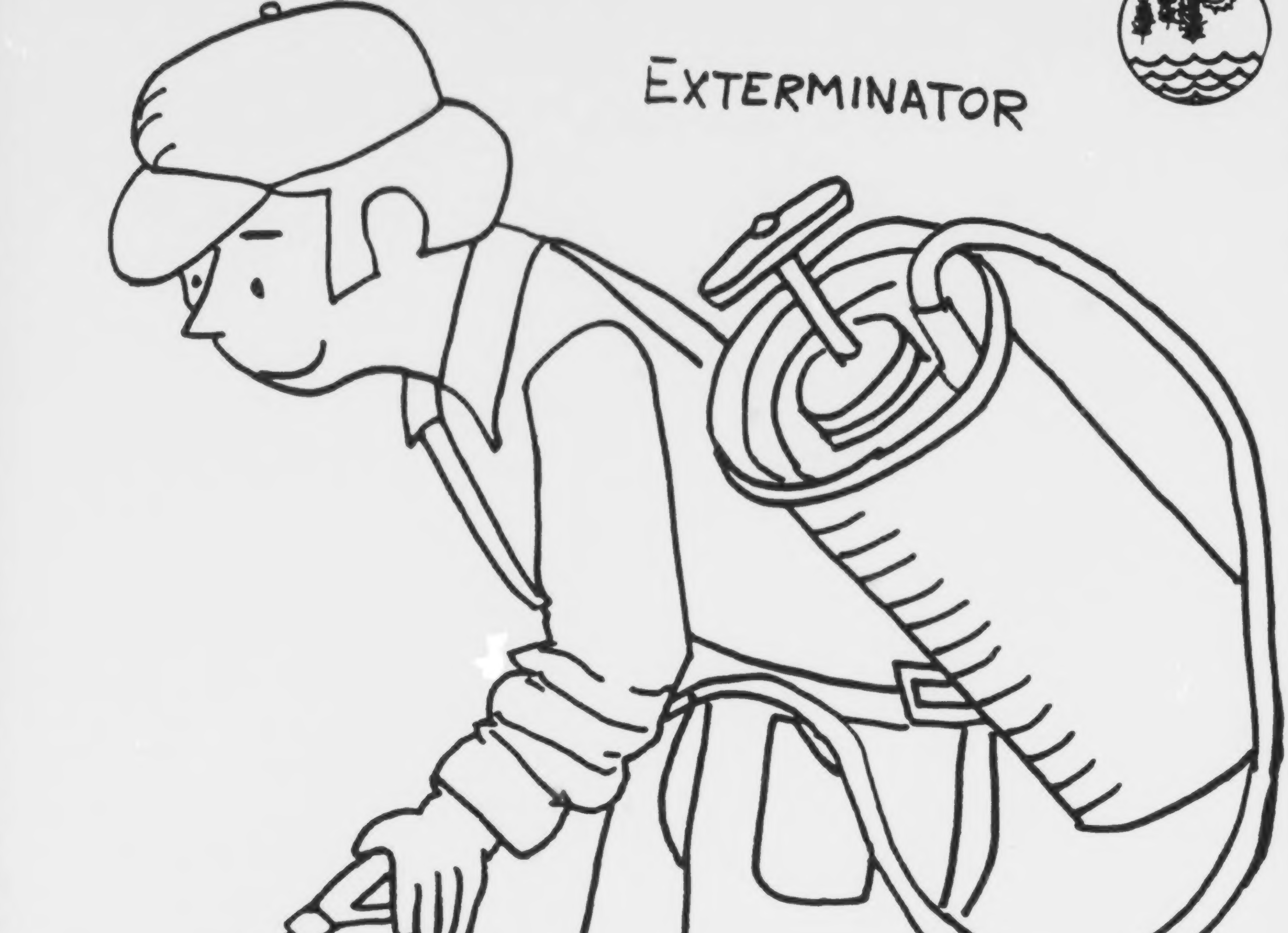


Transportation

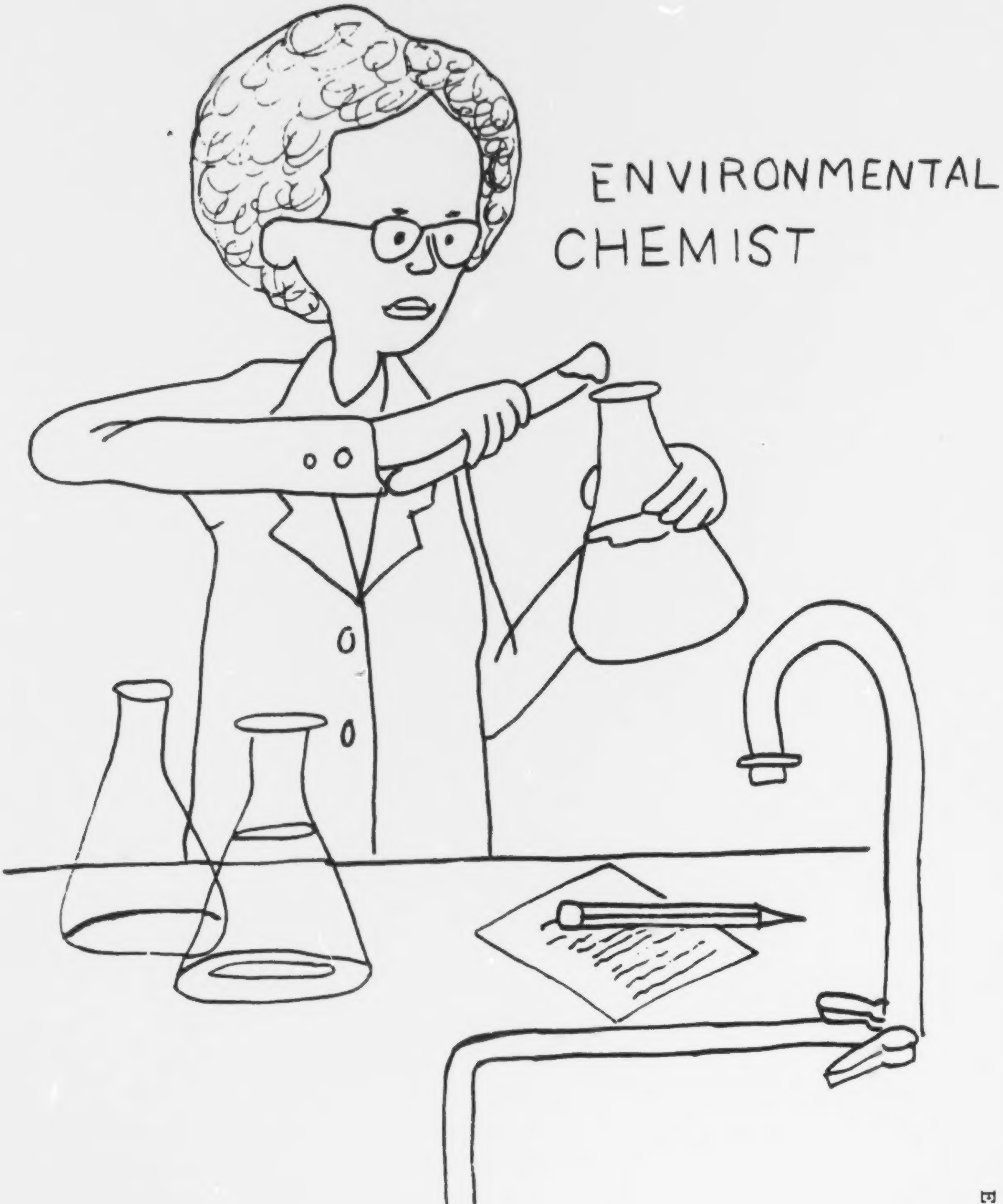

STREET
CLEANER

EP-5

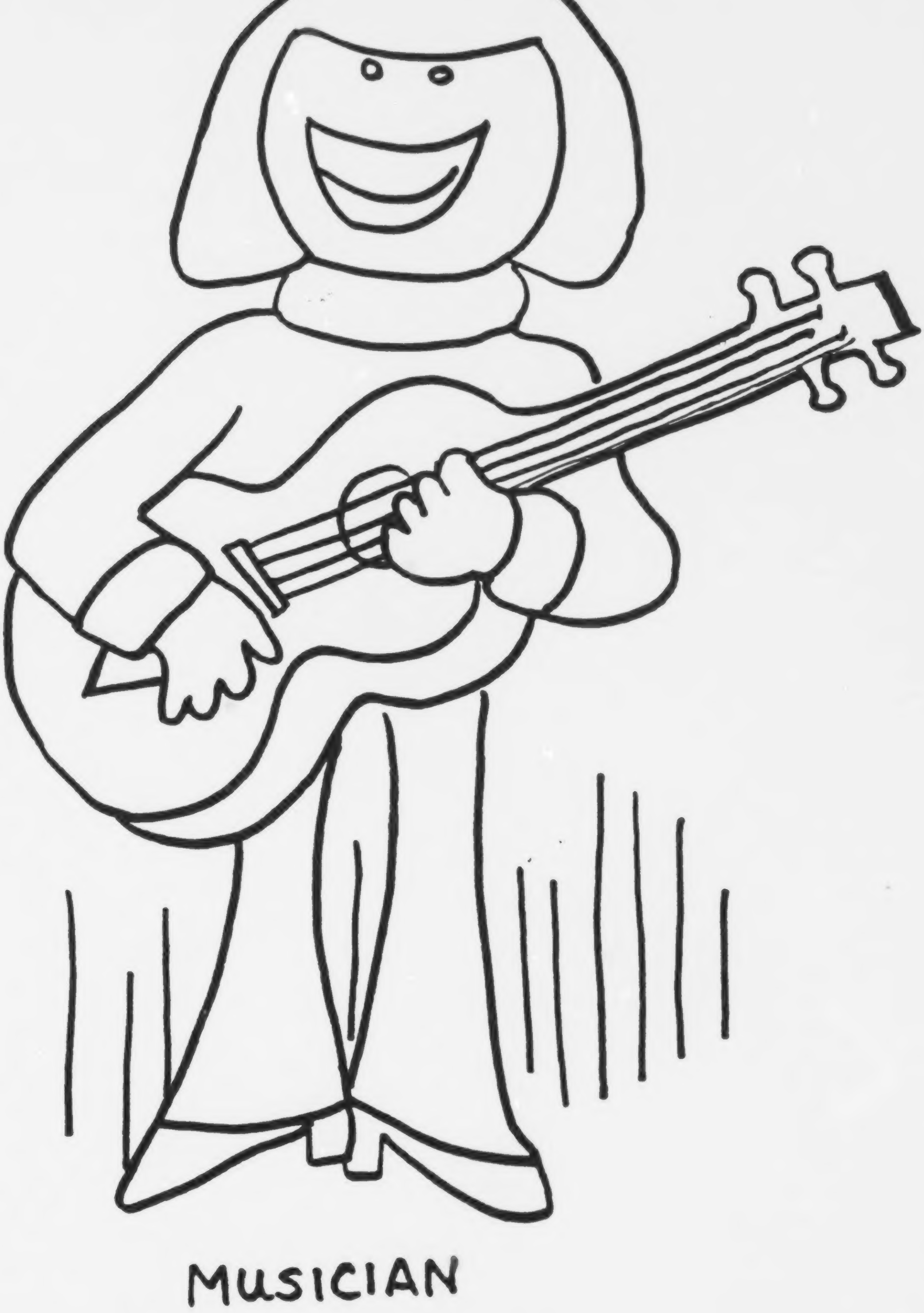
EXTERMINATOR



EP-6

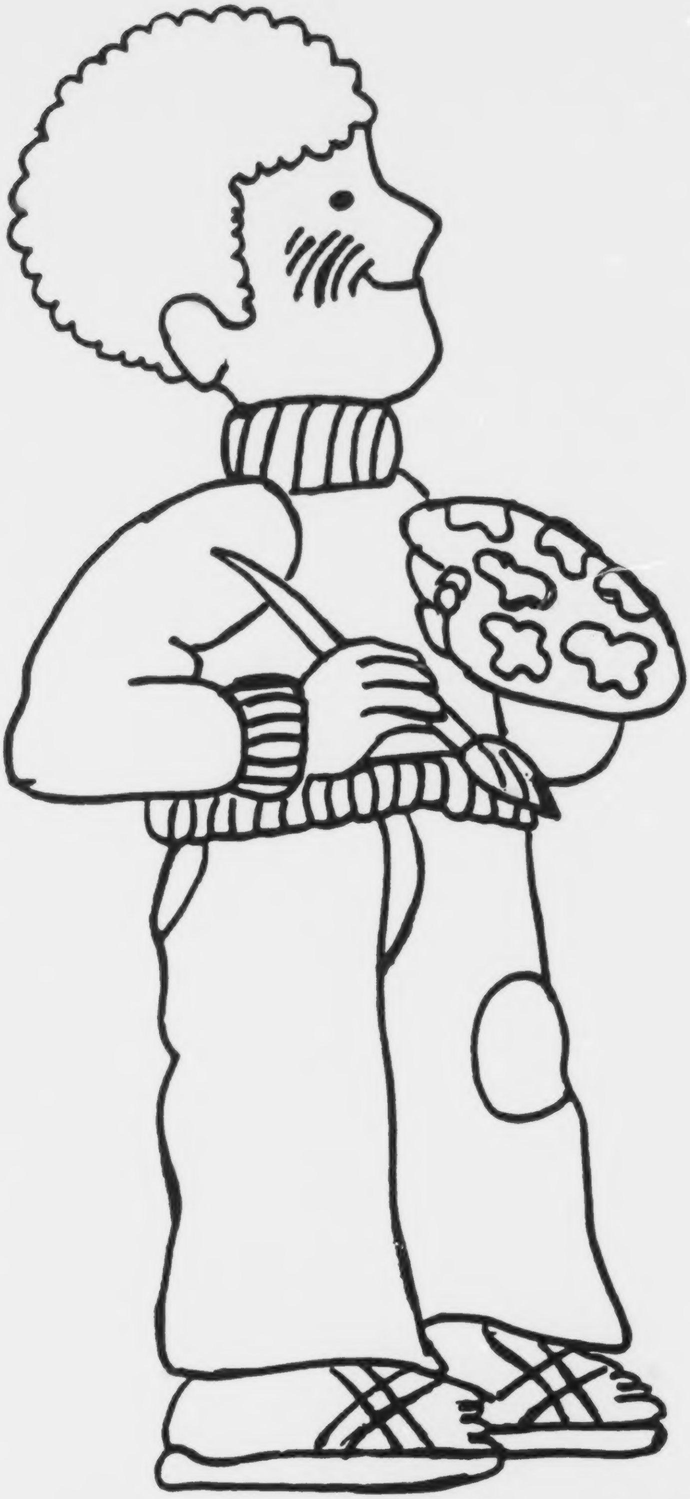

ENVIRONMENTAL
CHEMIST

EP-7



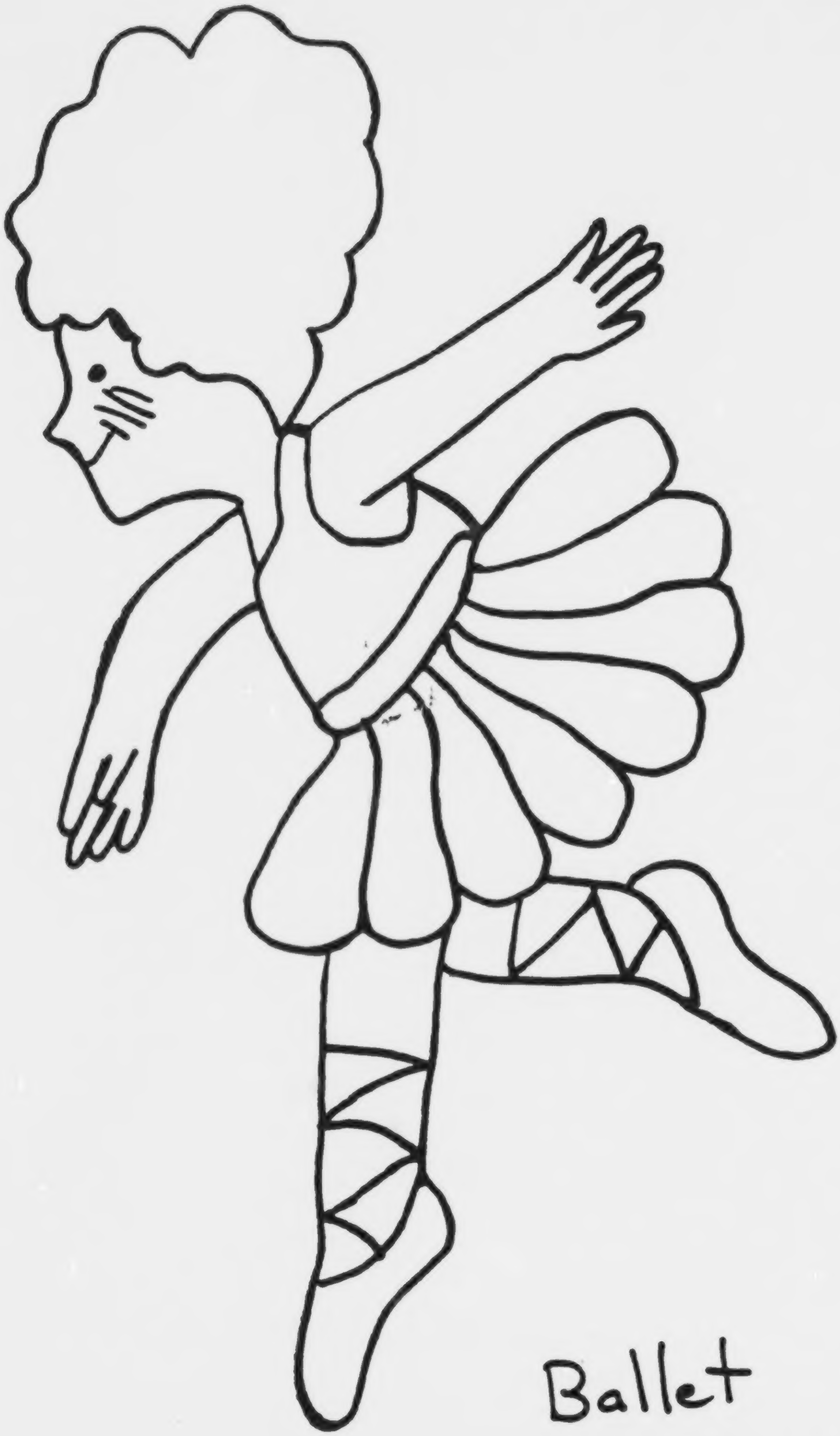
MUSICIAN

EP-8



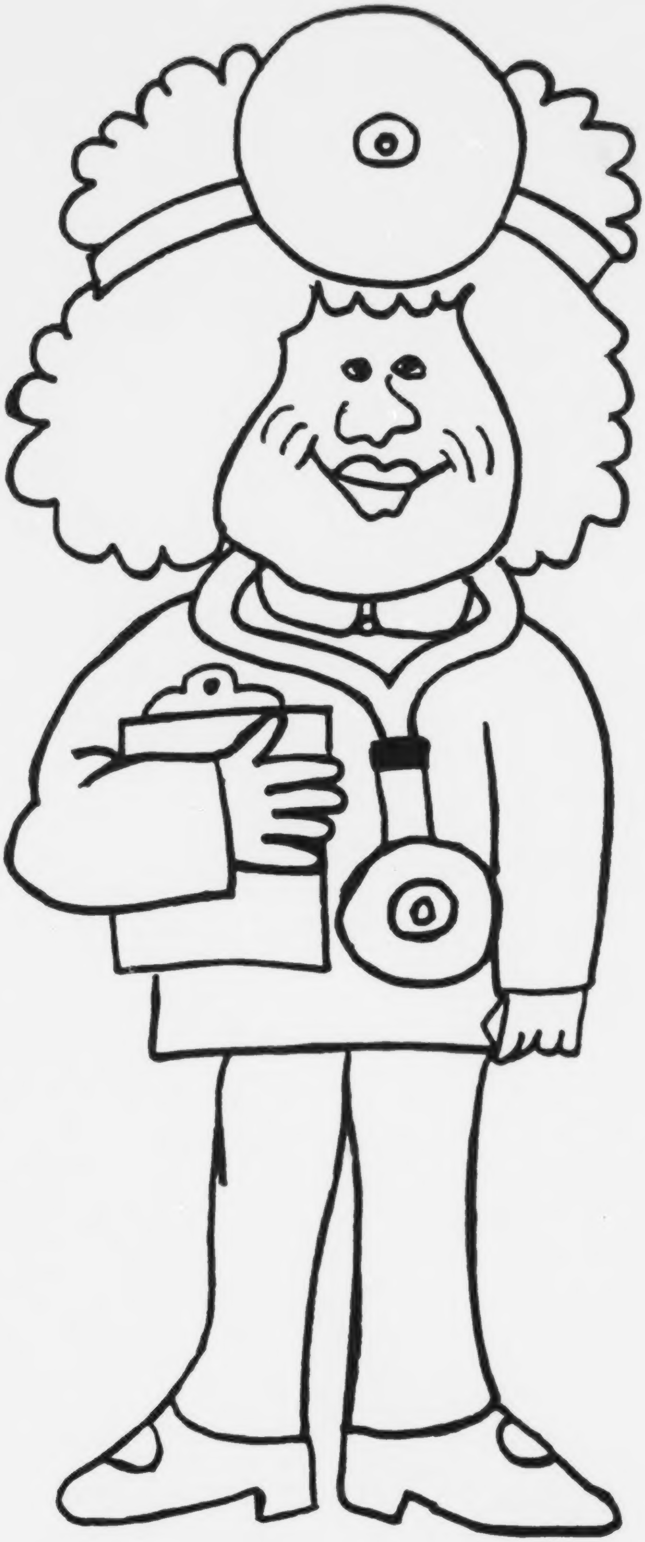
Artist

EP-9

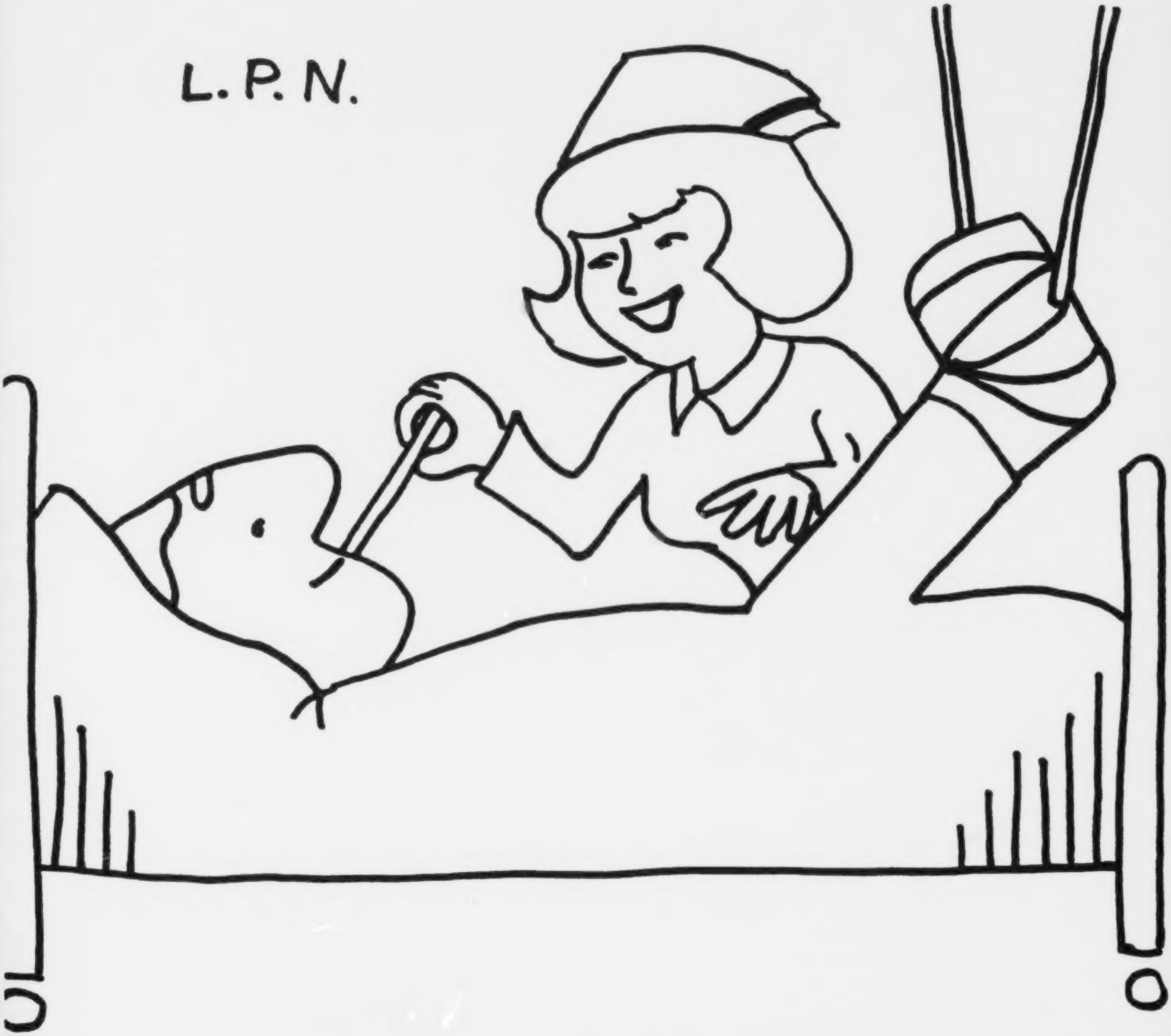


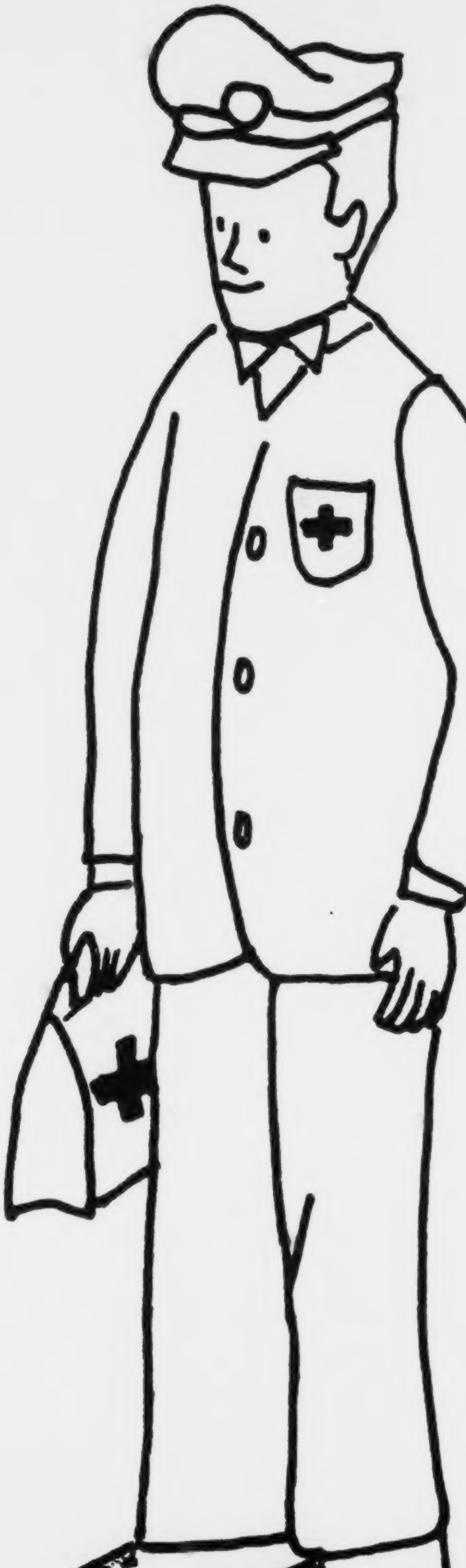
Ballet
Dancer

EP-10



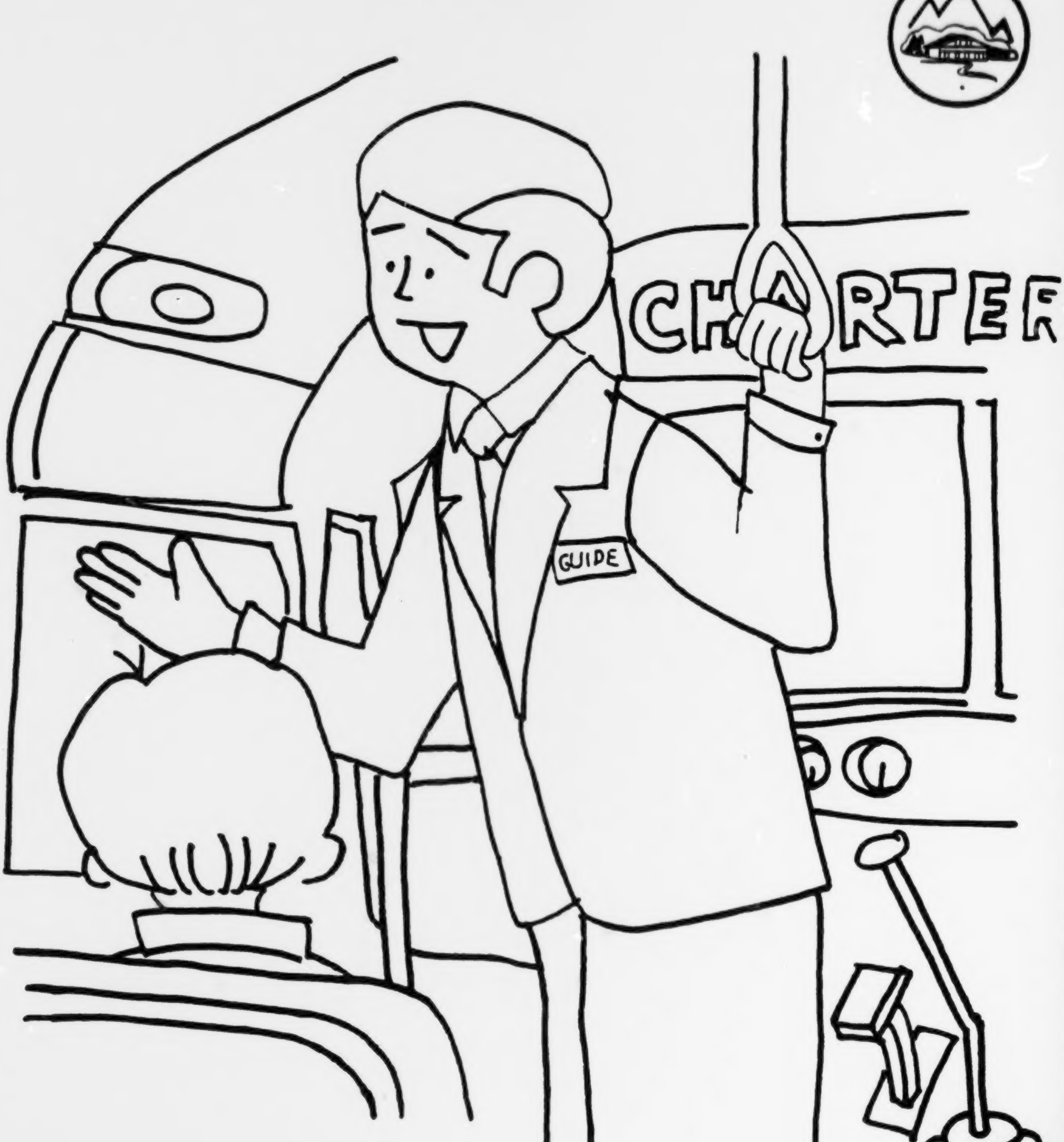
Physician


L.P.N.



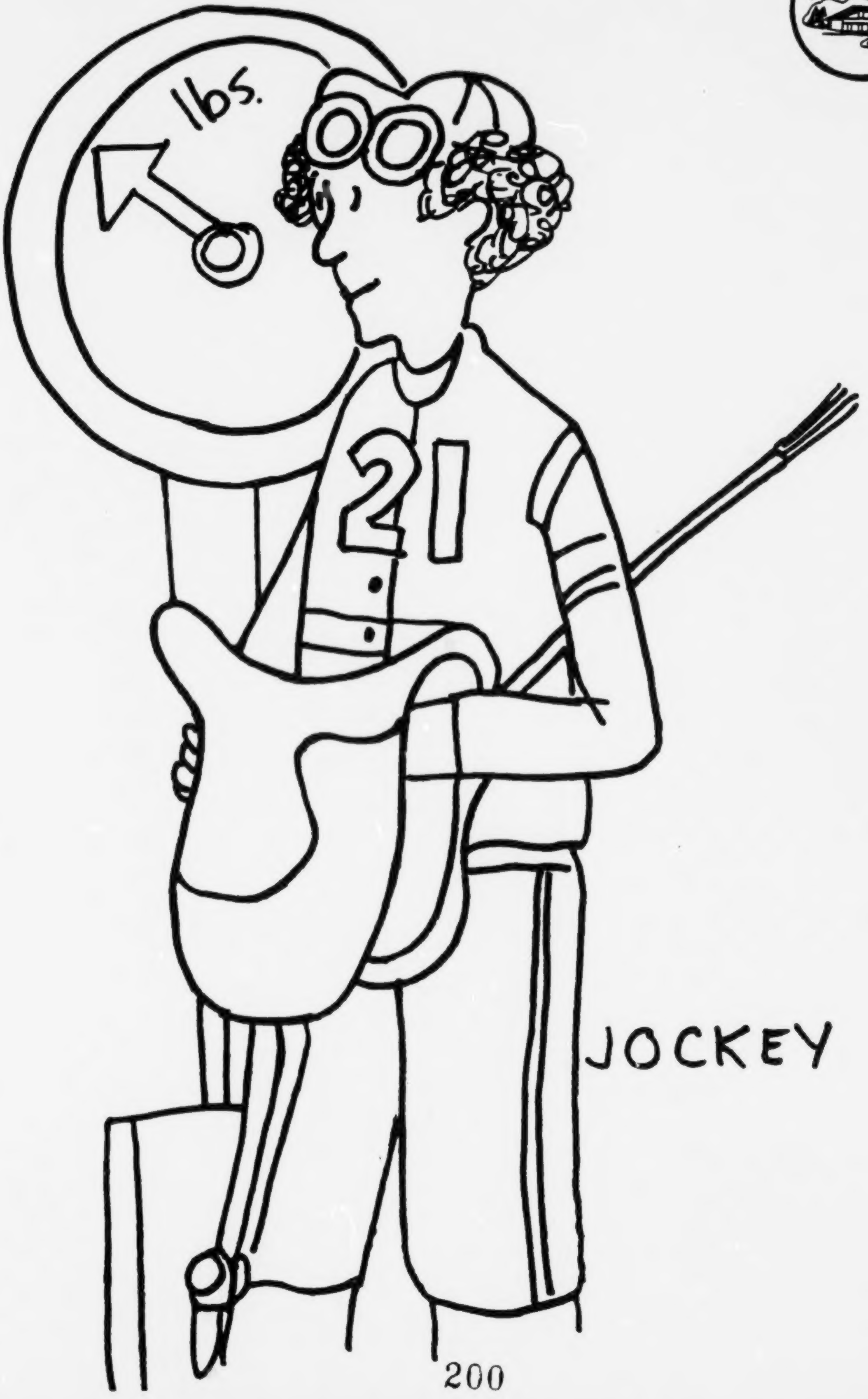
Ambulance Attendant

EP-13


CHARTER
GUIDE

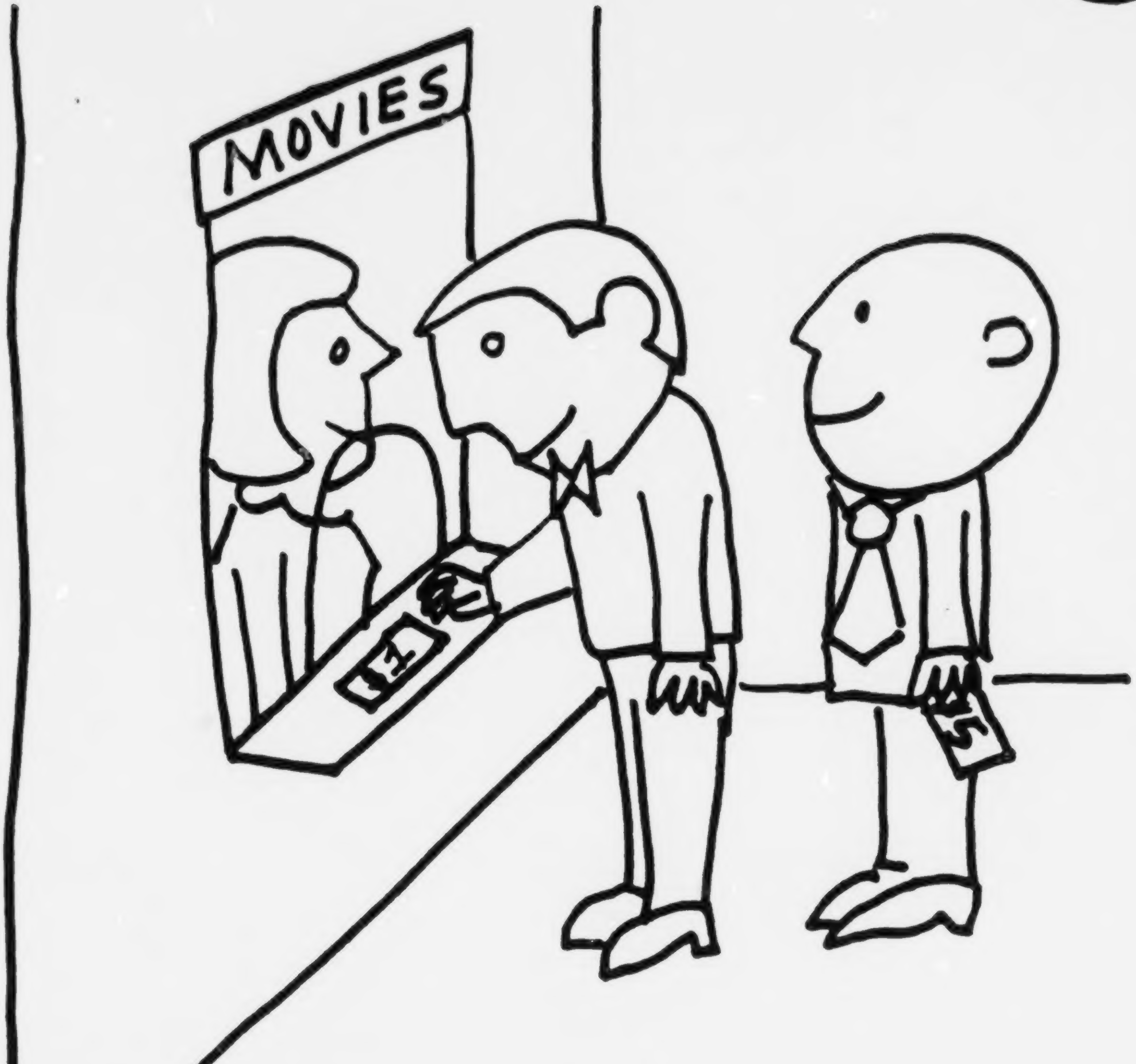
GUIDE

EP-14



JOCKEY

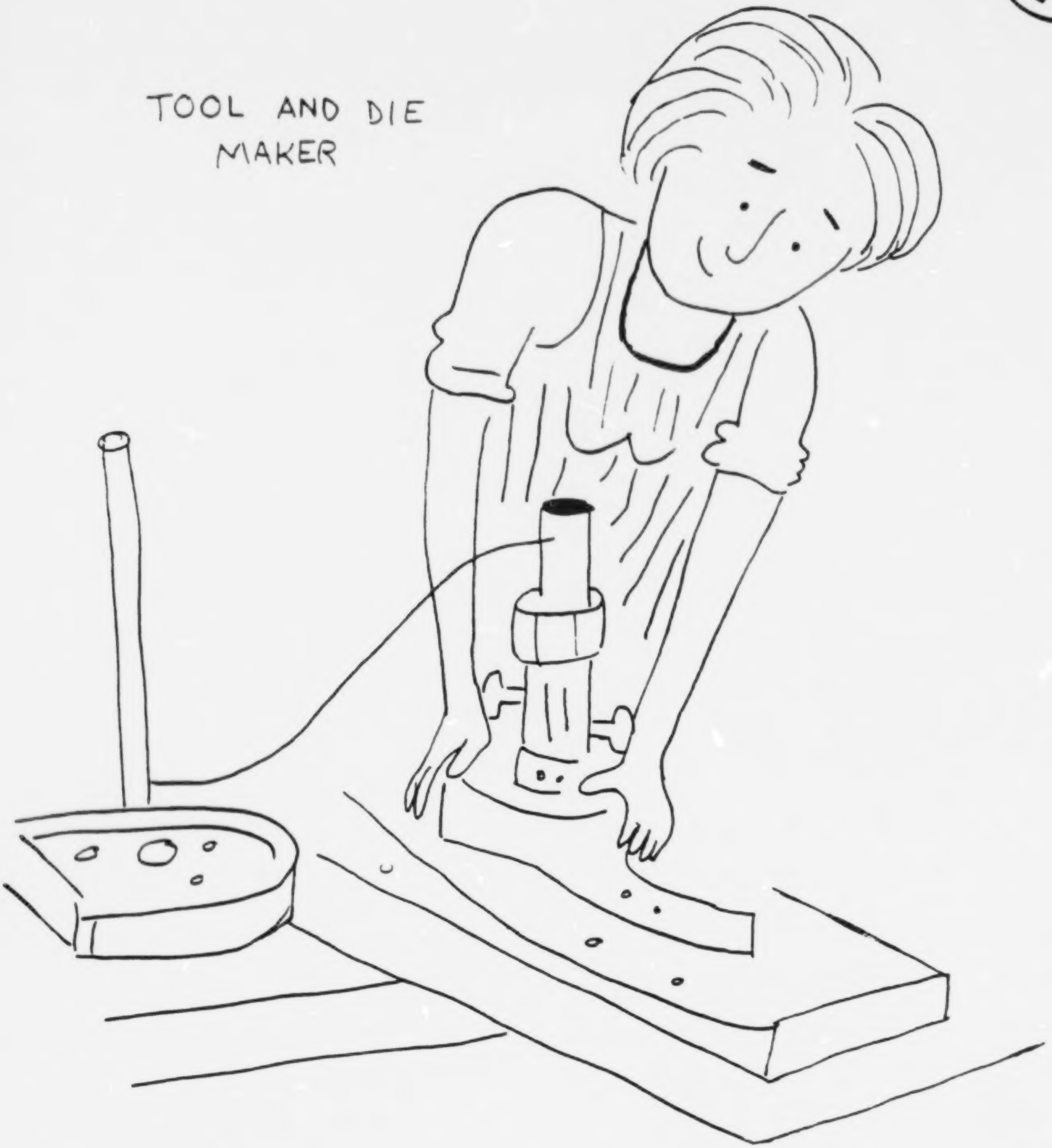
EP-15

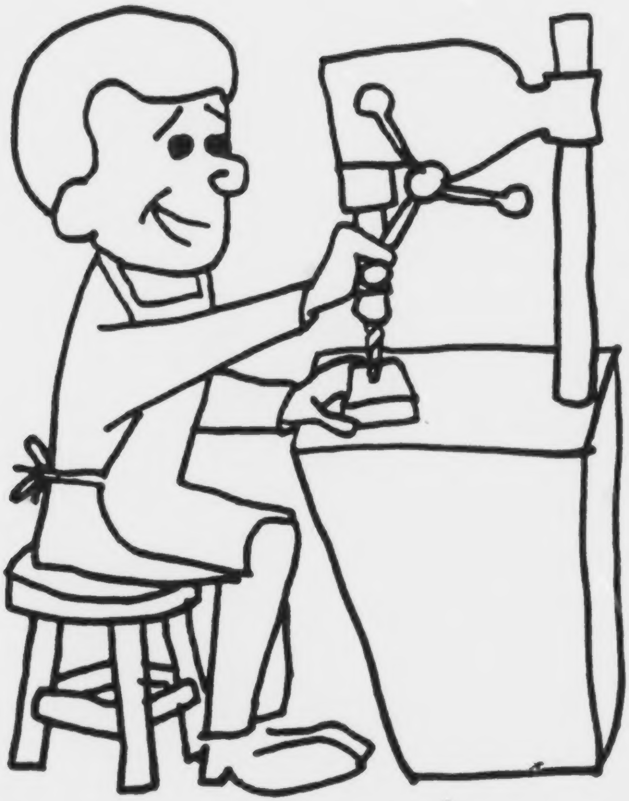


Movie Teller

EP-16

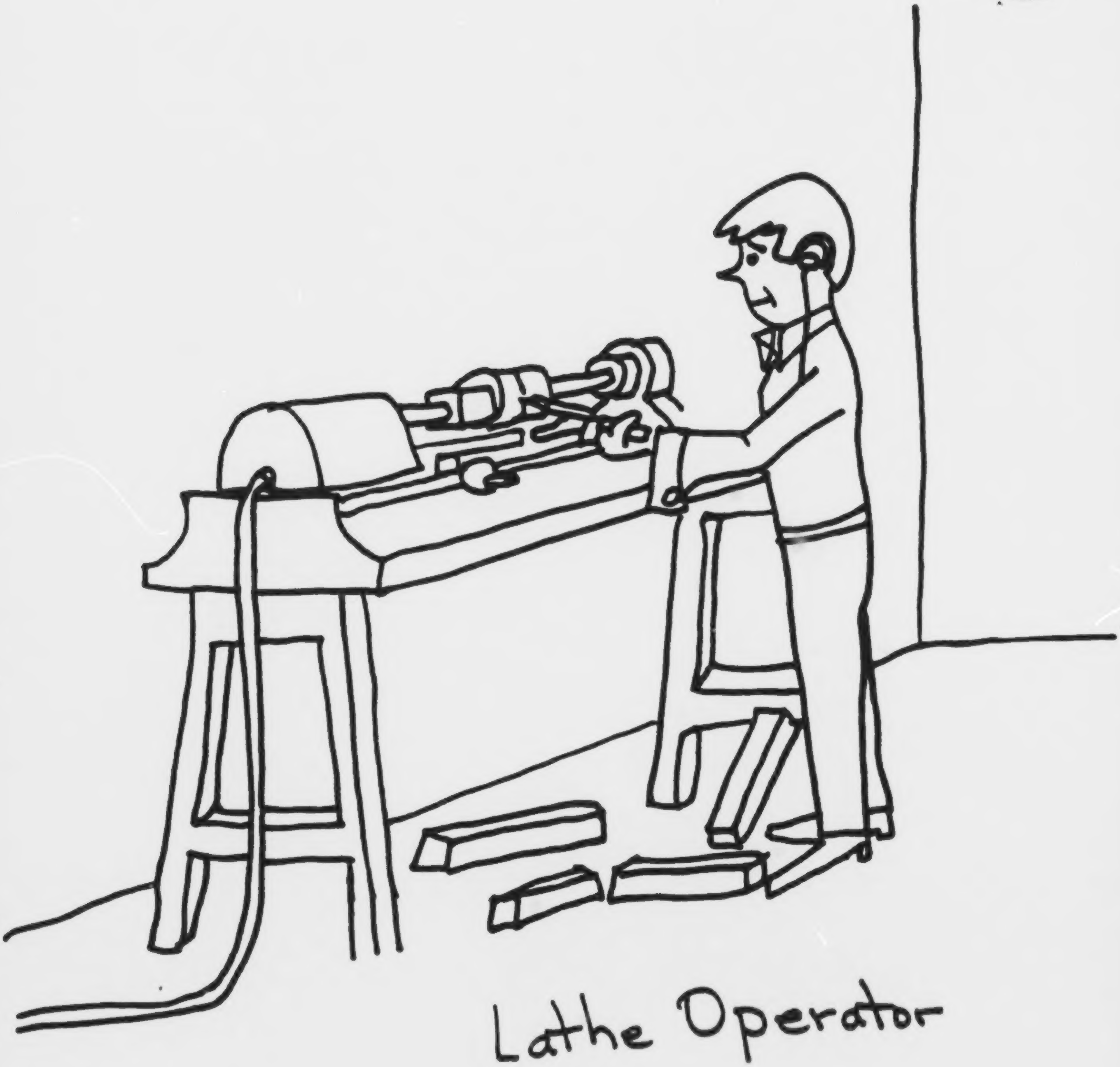
TOOL AND DIE MAKER





Drill Press Operator

EP-18



Lathe Operator

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW ABOUT DIFFERENT JOBS IN MY COMMUNITY.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 3
MATERIALS: "IF I WERE" WORKSHEET

"IF I WERE..."

INTRODUCTION: Children need to be aware of the many different jobs necessary in today's world. This lesson helps them to focus attention on some of the jobs and what people do in those jobs.

PROCEDURE:

1. Brainstorm with the students to make a list on the chalkboard of many job titles.
2. Discuss some of the activities people would do in those jobs.
3. Allow students to select a job title to complete the first blank on the worksheet. They must use the same job title when completing the second phrase. (Students fill in the blank with activities performed on this job.)
4. Students should finish the worksheet using other job titles.
5. Ask for volunteers to share their answers with the rest of the class. Let the children compare answers for the same job title. What are some responsibilities they thought the workers would have that they actually had? Were there some job responsibilities the worker had that they were not aware of?

OBSERVATION NOTES

Be prepared to supply a list of jobs and information on what people do in these jobs in the event the students have difficulty coming up with appropriate ideas.

IF I WERE. . .

If I were a____________________
I would________________________
____
____
____

If I were a____________________
I would________________________
____
____
____

If I were a____________________
I would________________________
____
____
____

If I were a____________________
I would________________________
____
____
____

If I were a____________________
I would________________________
____
____
____

If I were a____________________
I would________________________
____
____
____

Area 1- Category A- Competency 1

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW ABOUT DIFFERENT JOBS IN MY COMMUNITY.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 1-3
MATERIALS: OLD NEWSPAPERS, MAGAZINES, POSTER BOARD, GLUE

"LOOKING INTO THE FUTURE"

INTRODUCTION: Thinking about the future is a favorite pastime for students. By beginning early to think about their future goals, students will be enabling themselves to reach their highest potential.

PROCEDURE:

1. The leader will need to make a group of puzzles on poster board by using magazine pictures of different occupations. Paste each picture onto posterboard and cut each into a puzzle. Example:

   Doctor
   Nurse
   Secretary
   Waiter/Waitress
   Computer Operator
   Accountant

2. As an introduction to this activity divide the students into groups of three. Pass out each puzzle, in pieces. Give each group ten minutes to solve the puzzle and name the occupation in the puzzle.
3. Have students brainstorm different occupations and list them on the board. Examples:

   Armed Forces
   Computer Operator
   Truck Driver
   Professional Athlete
   Tailor
   Nurse
   Accountant
   Farmer
   Pilot
   Steward/Stewardess
   Waiter/Waitress
   Doctor
   Cab Driver
   Engineer
   Fire Fighter
   Bank Teller
   Homemaker
   Secretary

Emphasize to the students that there are many more occupations than those listed.

4. Using the list on the board, have each student choose three occupations they like.

OBSERVATION NOTES

Students who have a hard time working on their own may need individual attention.

Area I- Category A- Competency 1

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW ABOUT DIFFERENT JOBS IN MY COMMUNITY.
TIME: 35 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 3
MATERIALS: OCCUPATIONAL CLUSTER PACKET

"PINPOINTING CAREERS"

INTRODUCTION: This lesson will provide career awareness and enhance the concept of work.

PROCEDURE:

1. Discuss the concept of work clusters.
2. Show the class the "Occupational Cluster Packet."
3. Ask the students to name a job from the packet.
4. Ask the students to name which cluster the job would fit into.
5. Discuss the jobs not named and which clusters they would fit into.
6. Discuss the fact that each of these fifteen clusters represent jobs which are available locally. Specify some jobs in the local area.
7. Give each student a page from the packet.
8. Walk around the room and discuss the pages with the students individually or let them share with a partner a discussion of their page.

OBSERVATION NOTES

Be aware of students who indicate a particular interest in a career or students who have difficulty participating. They may benefit from additional instruction or information.

Occupational Clusters

1

Agri-business & Natural Resources

2

Business & Office

3

Communications & Media

4

Construction

5

Consumer & Homemaking Education

6

Environment

7

Fine Arts & Humanities

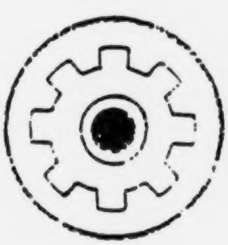
8

Health

9

Hospitality & Recreation

10



Manufacturing

11

Marine Science

12

Marketing & Distribution

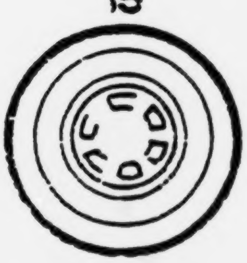
13

Personal Services

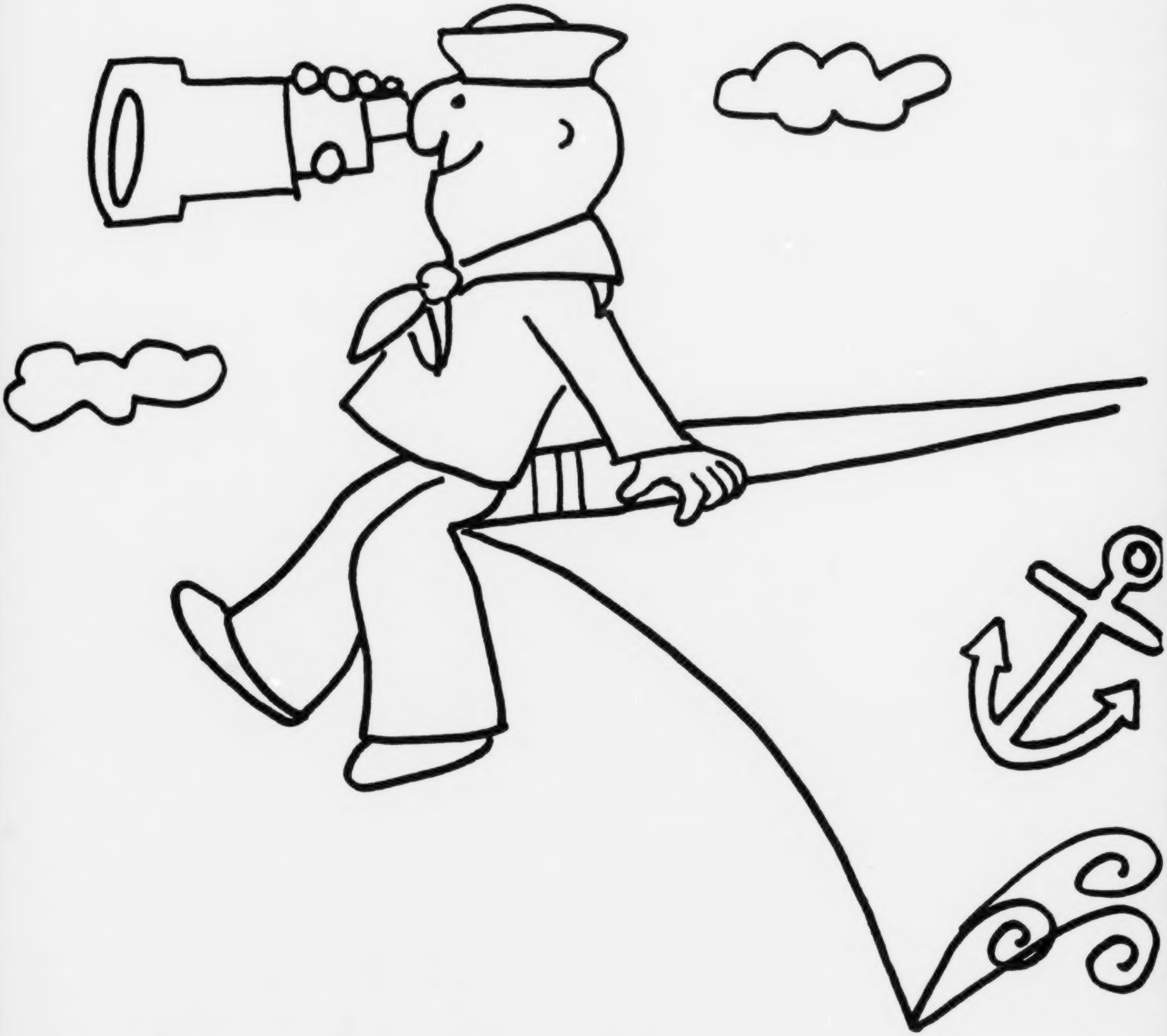
14

Public Service

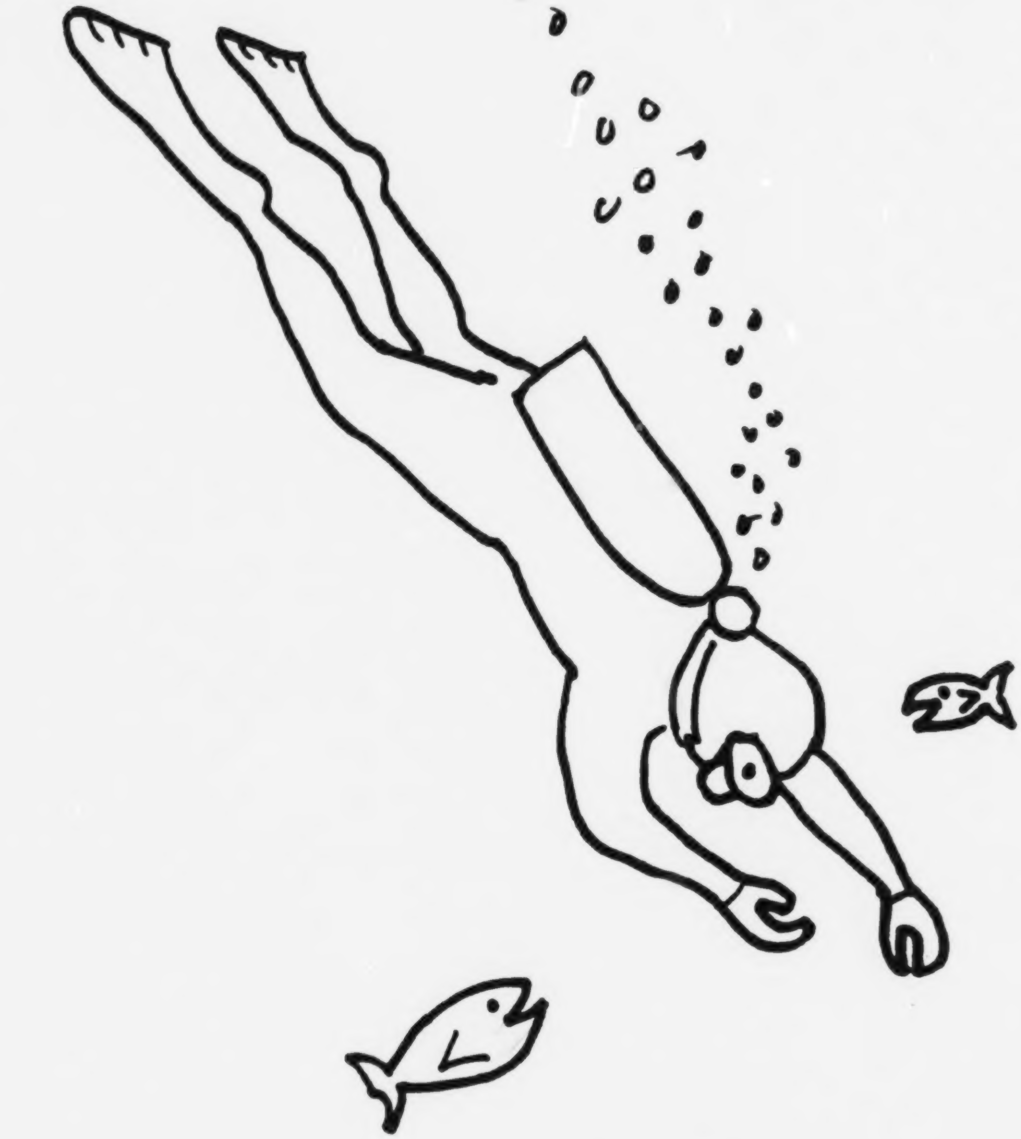
15



Transportation

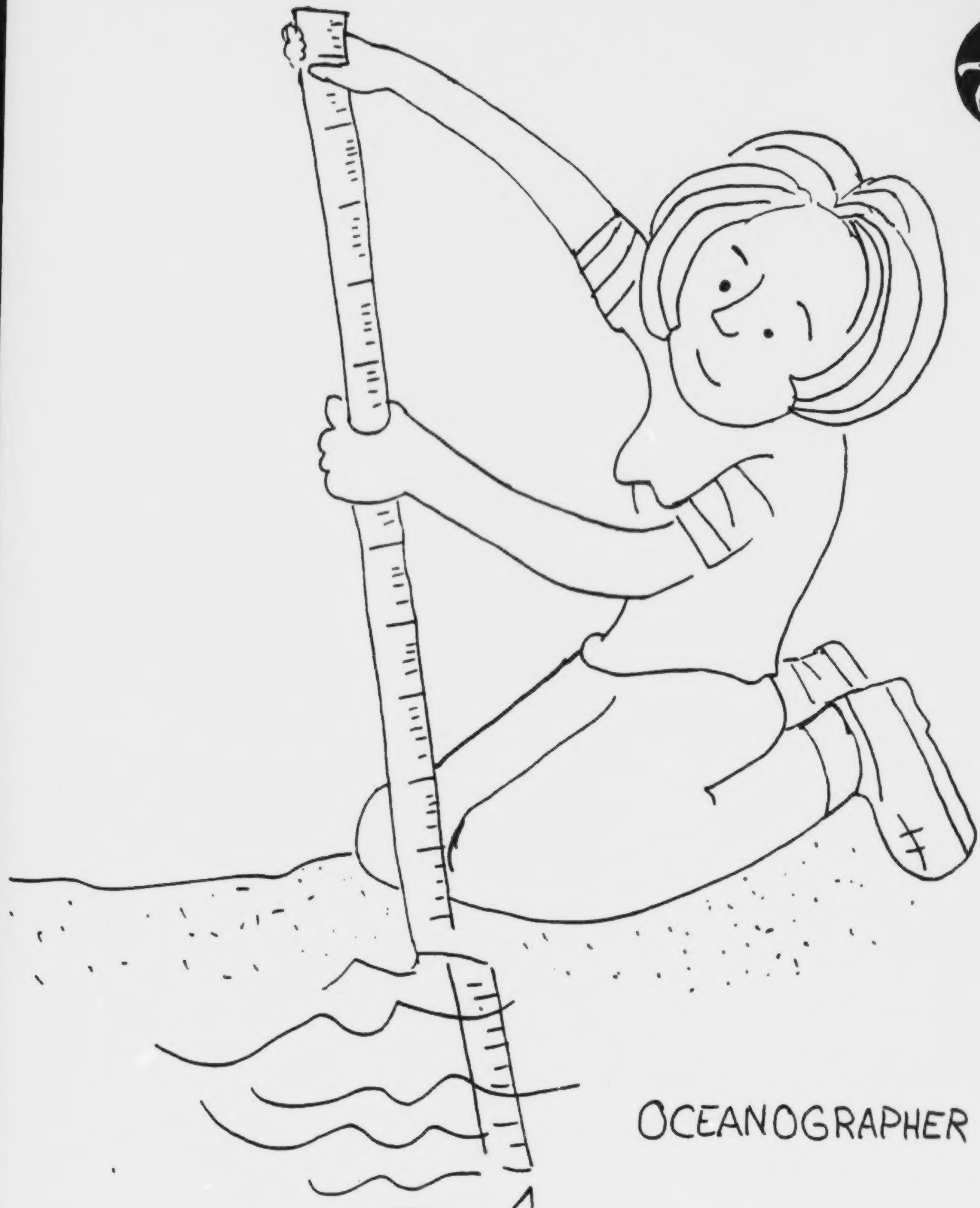


Merchant Mariner
(Sailor)

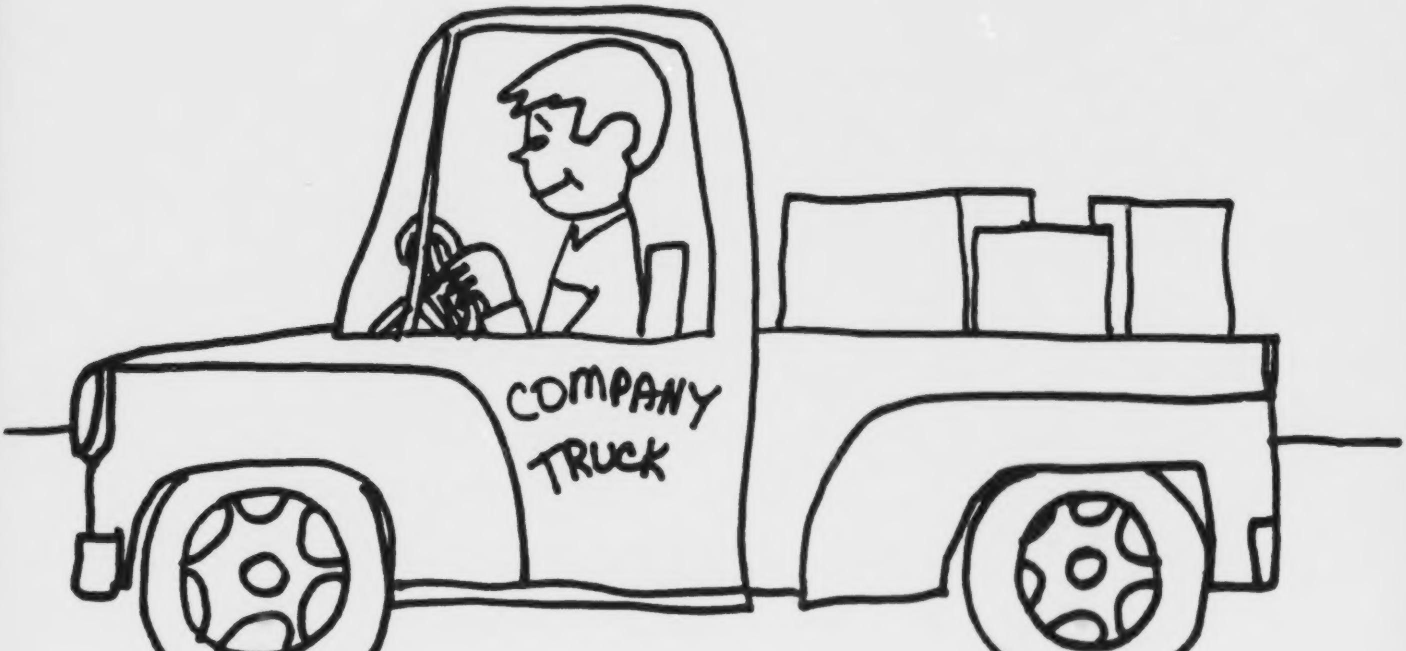


DIVER

EP-26

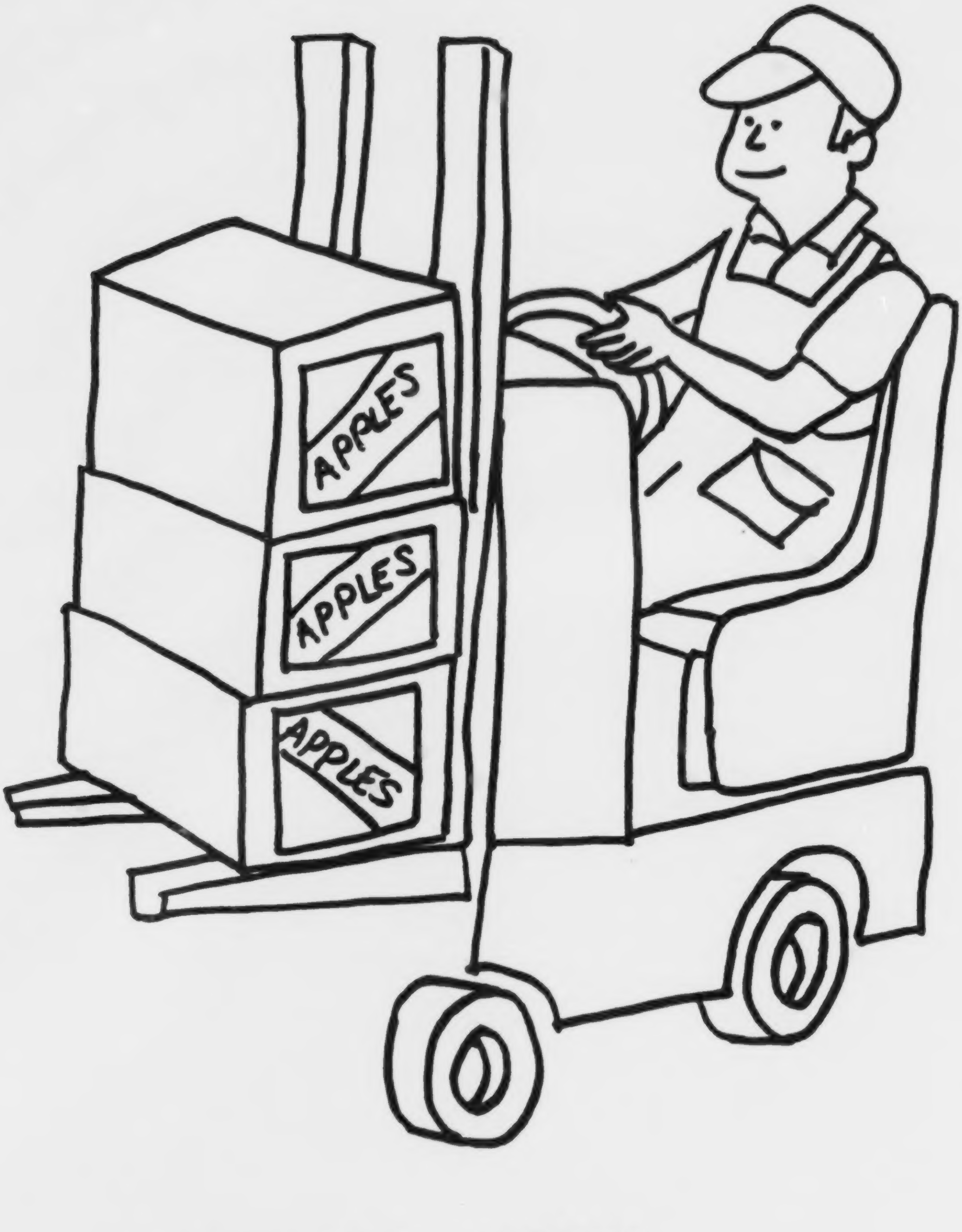


OCEANOGRAPHER

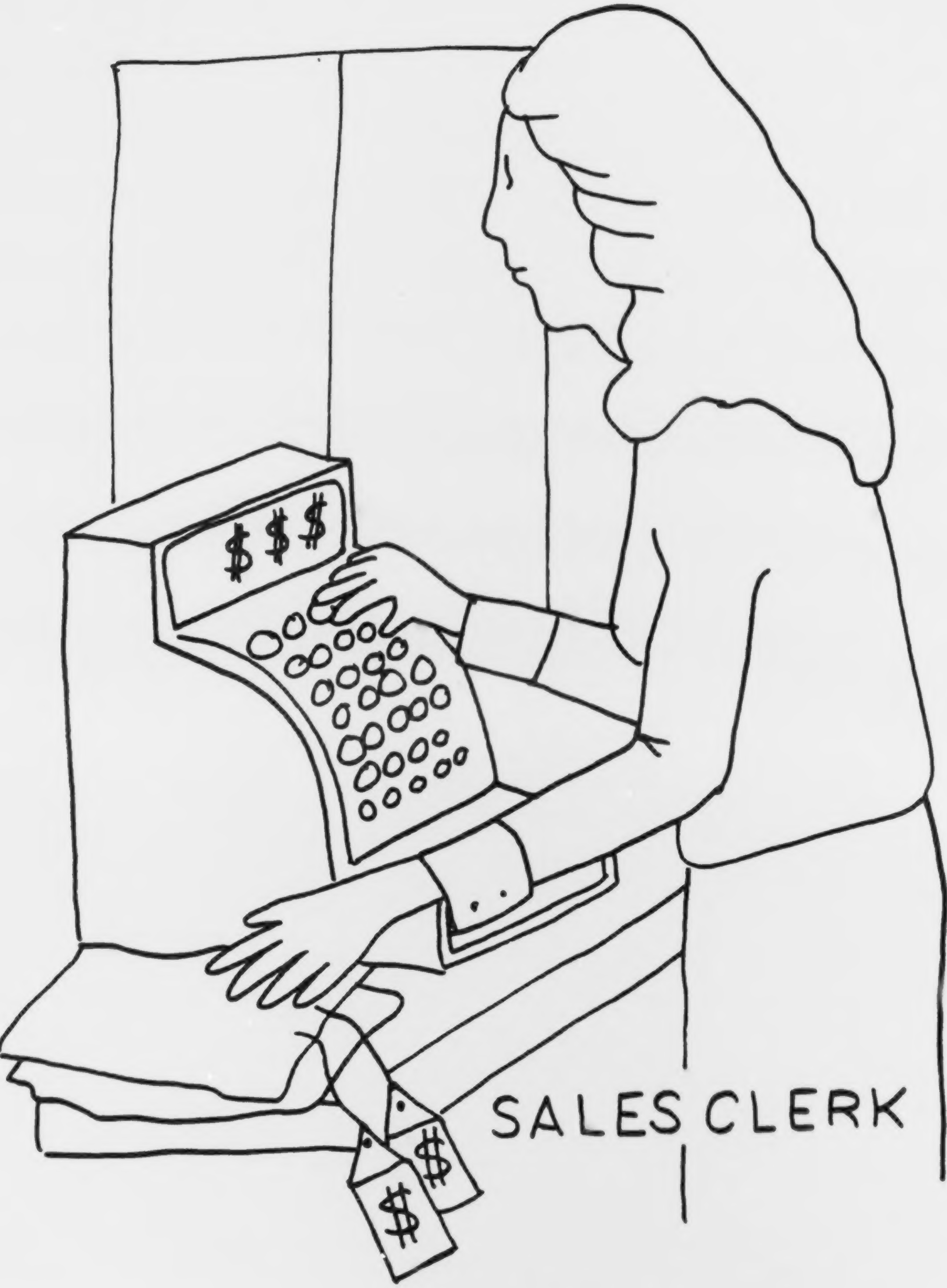

COMPANY
TRUCK

Delivery Person

EP-28


APPLES
APPLES
APPLES

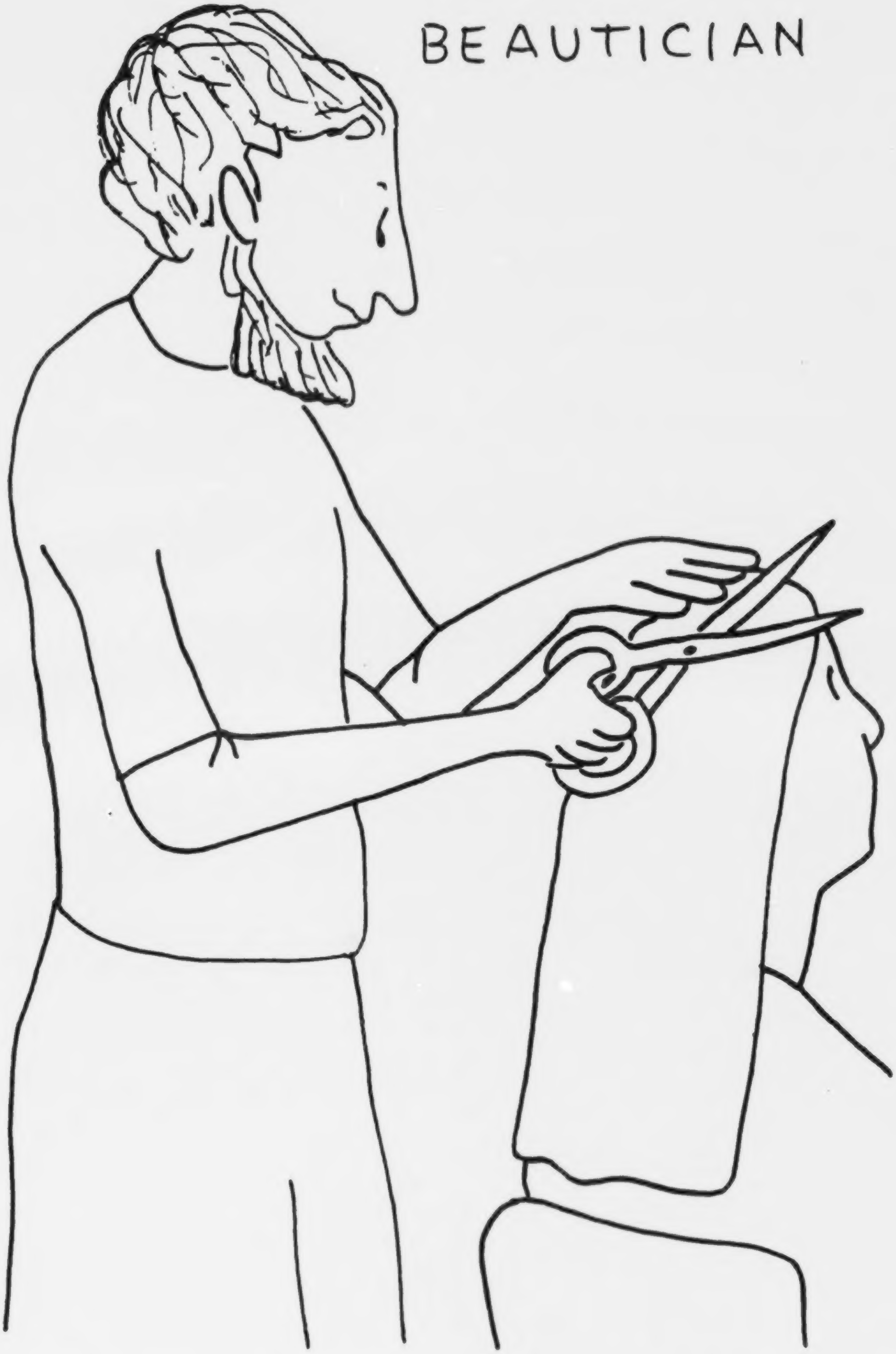
WAREHOUSE WORKER



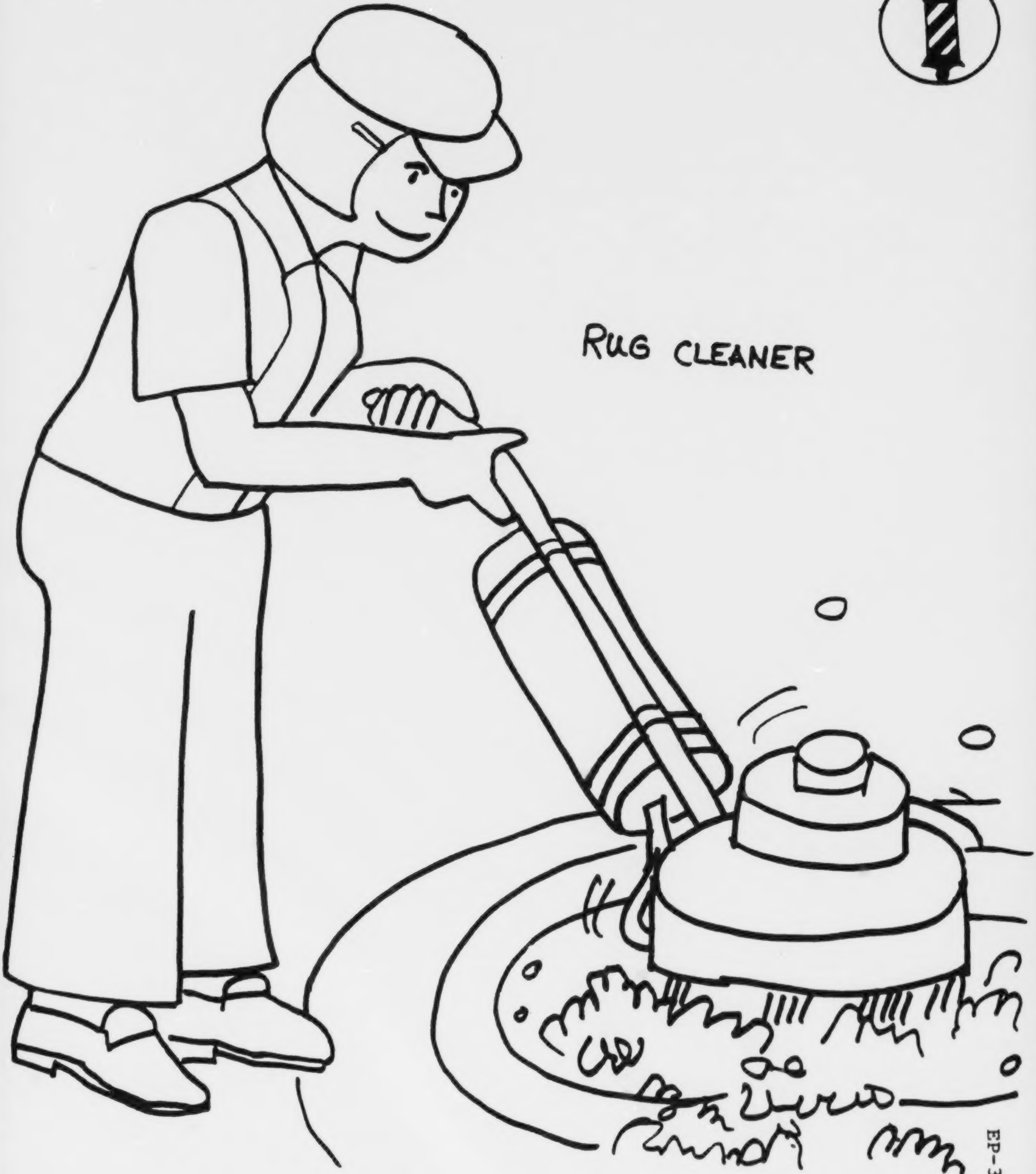
SALES CLERK

EP-30

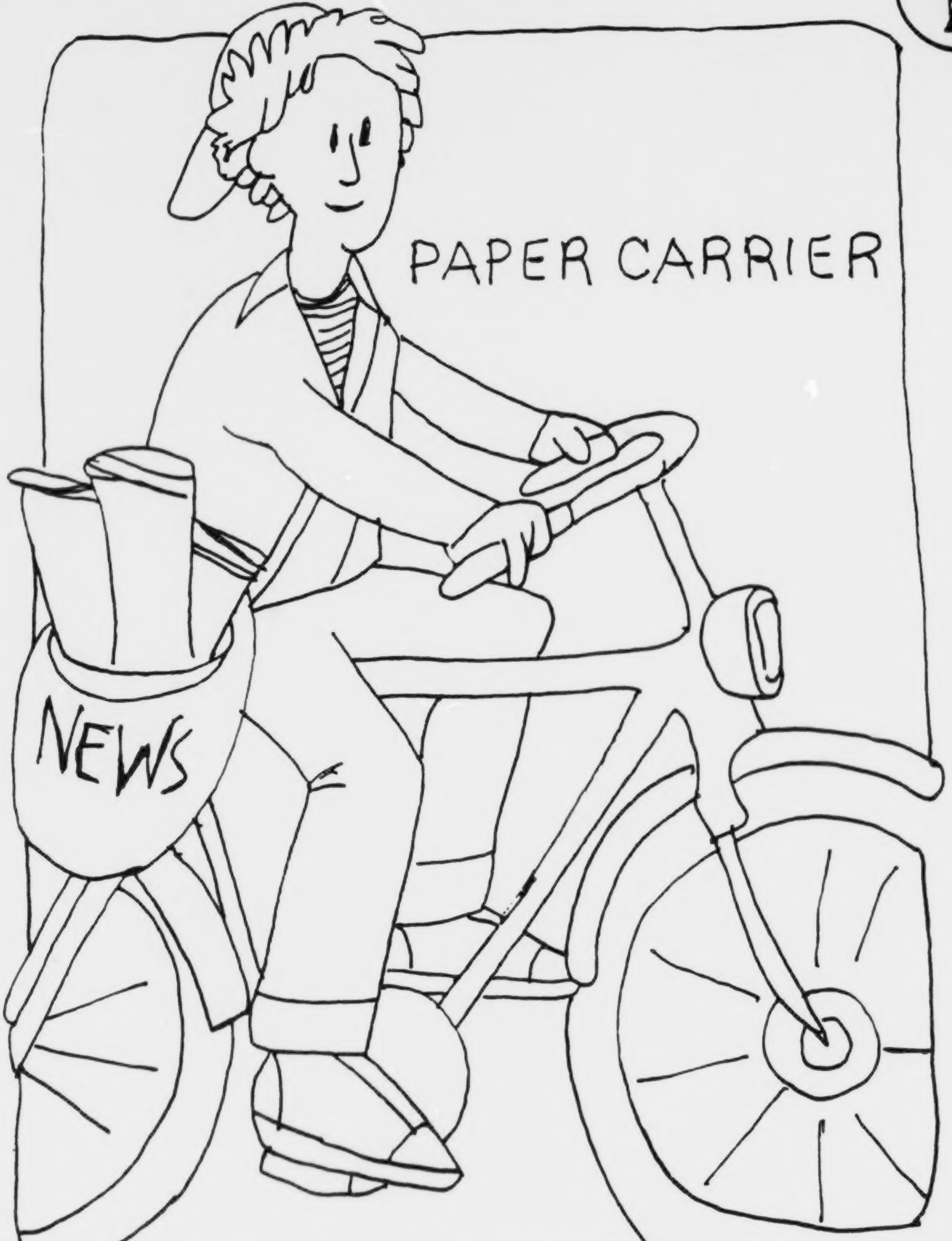
BEAUTICIAN

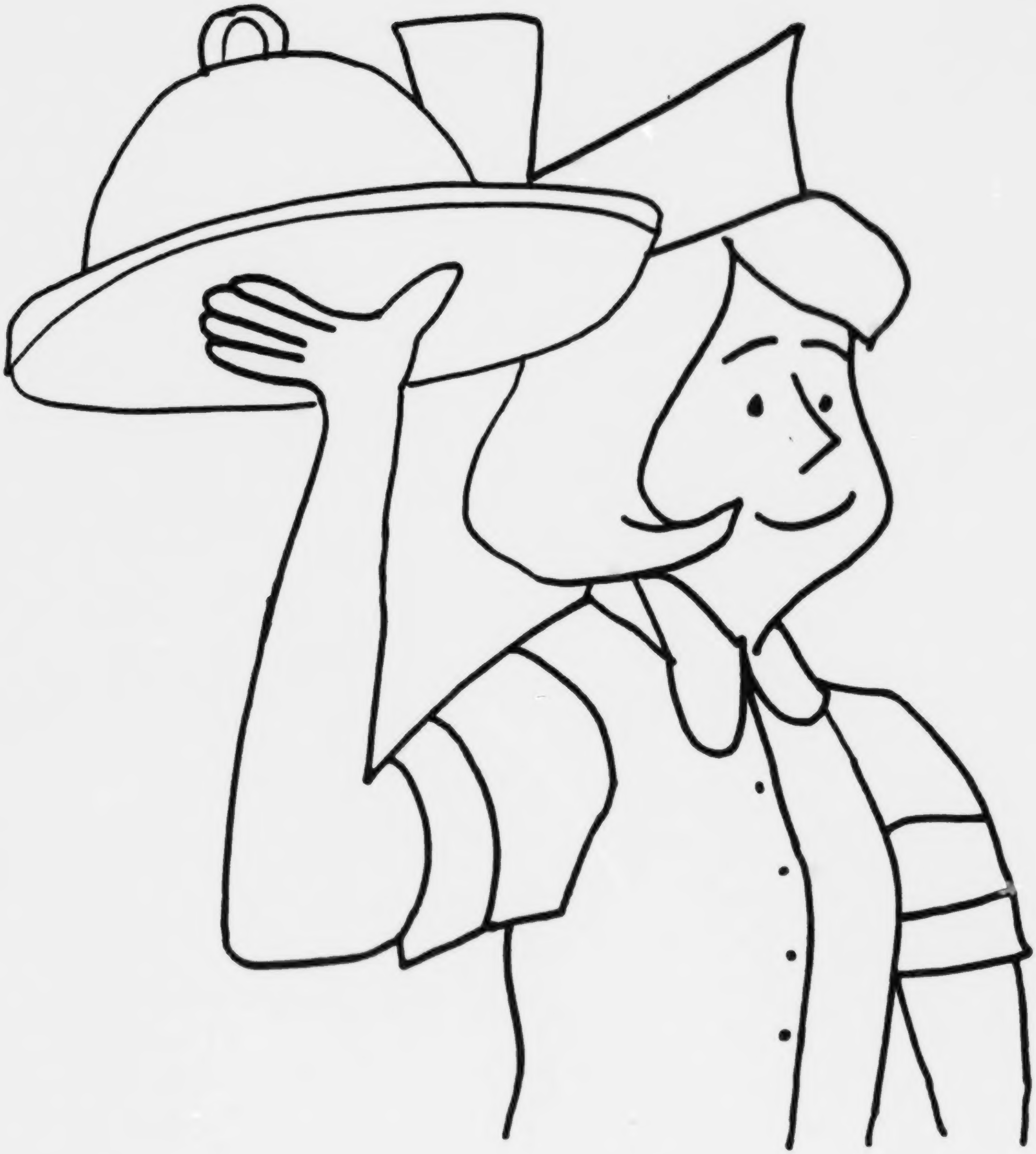


EP-31


RUG CLEANER

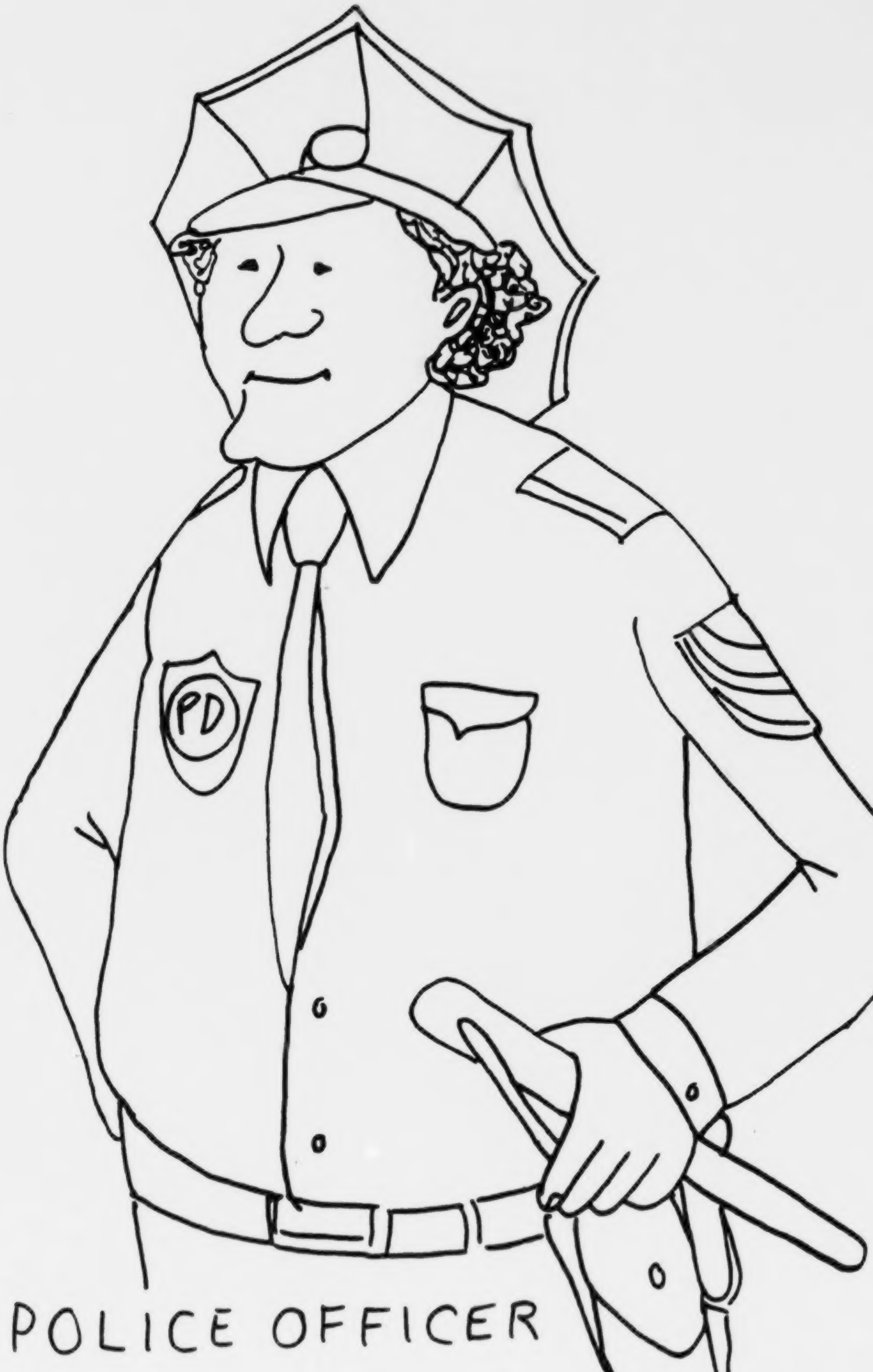
EP-32


PAPER CARRIER
NEWS



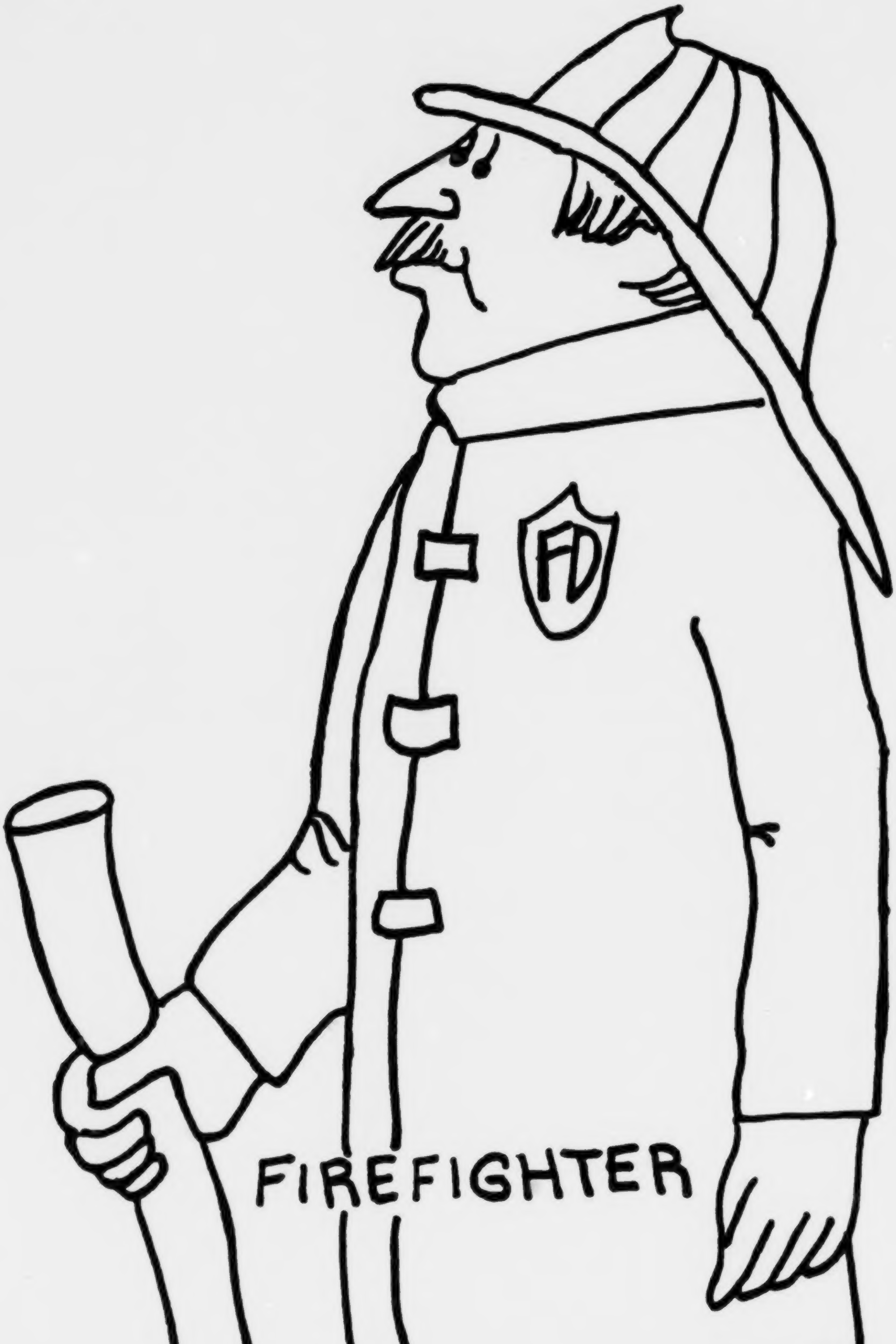
WAITRESS

EP-34



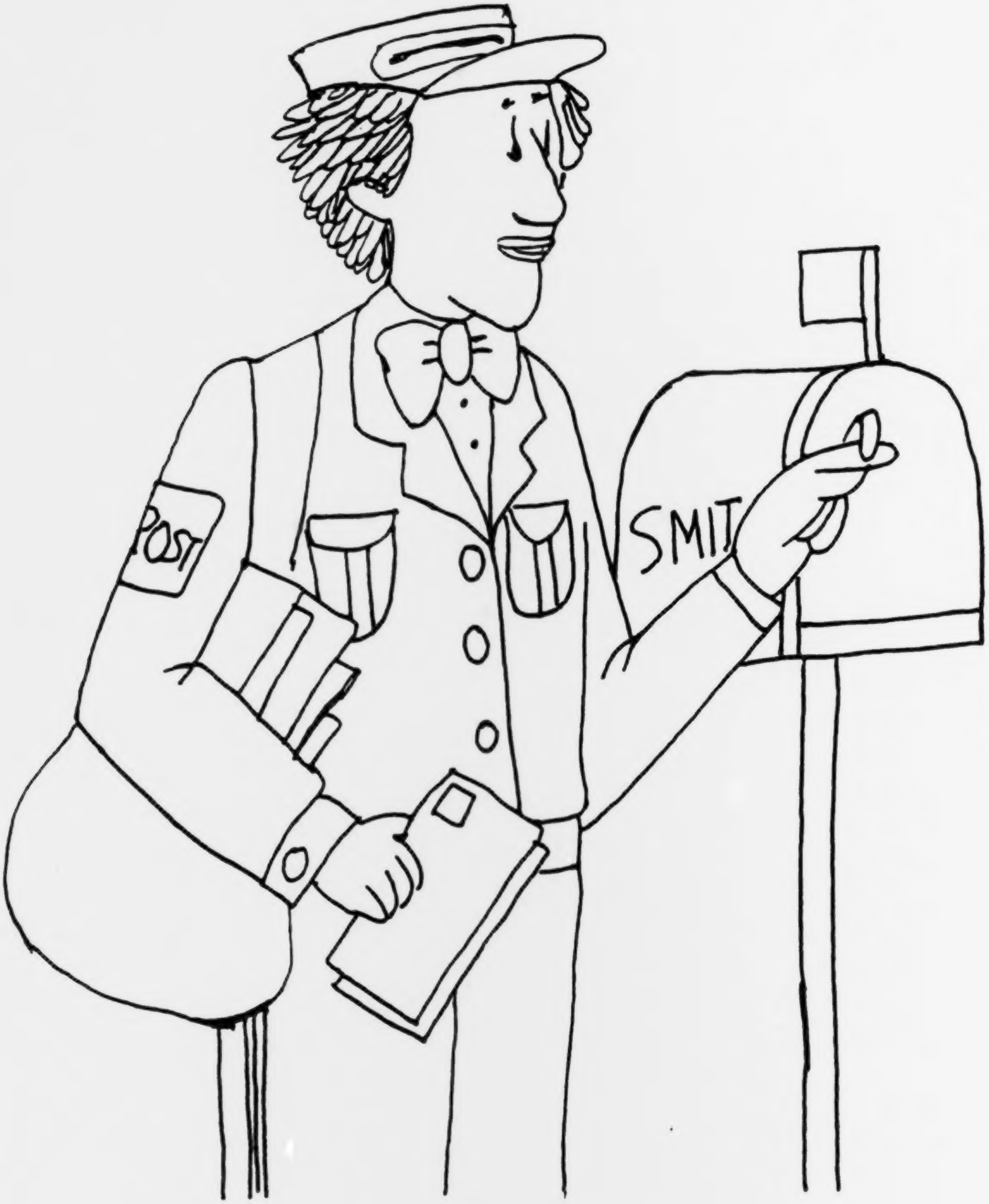
POLICE OFFICER

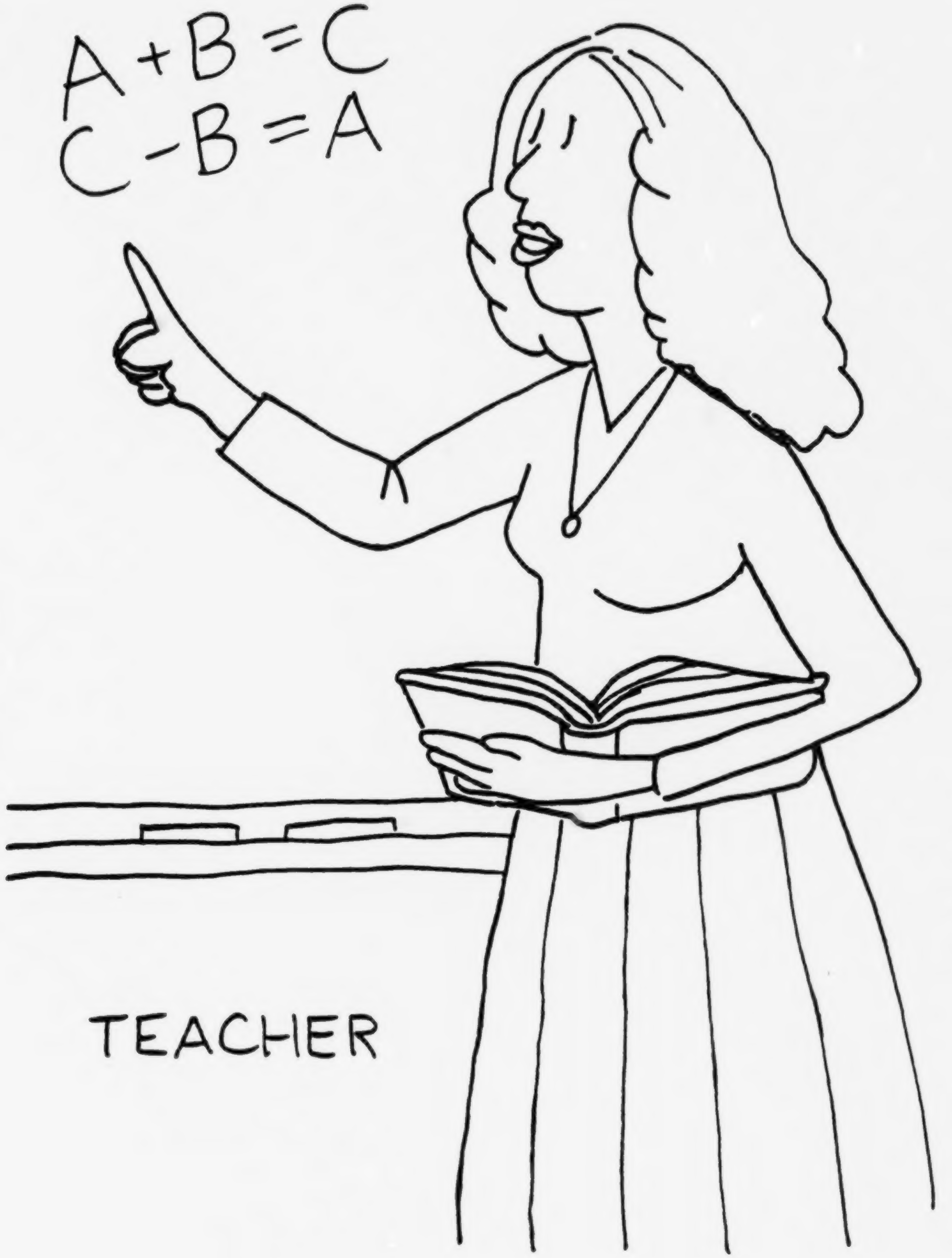
EP-35


FD
FIREFIGHTER

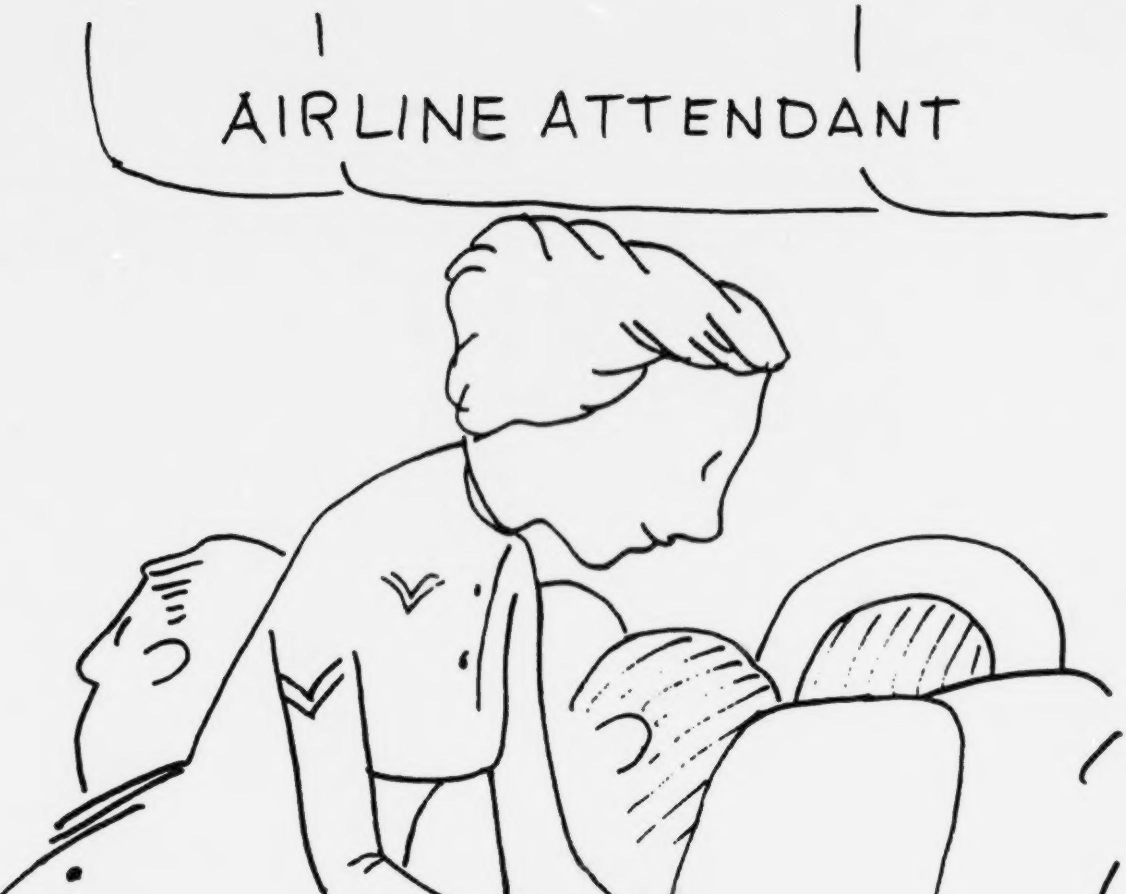
EP-36

MAIL CARRIER

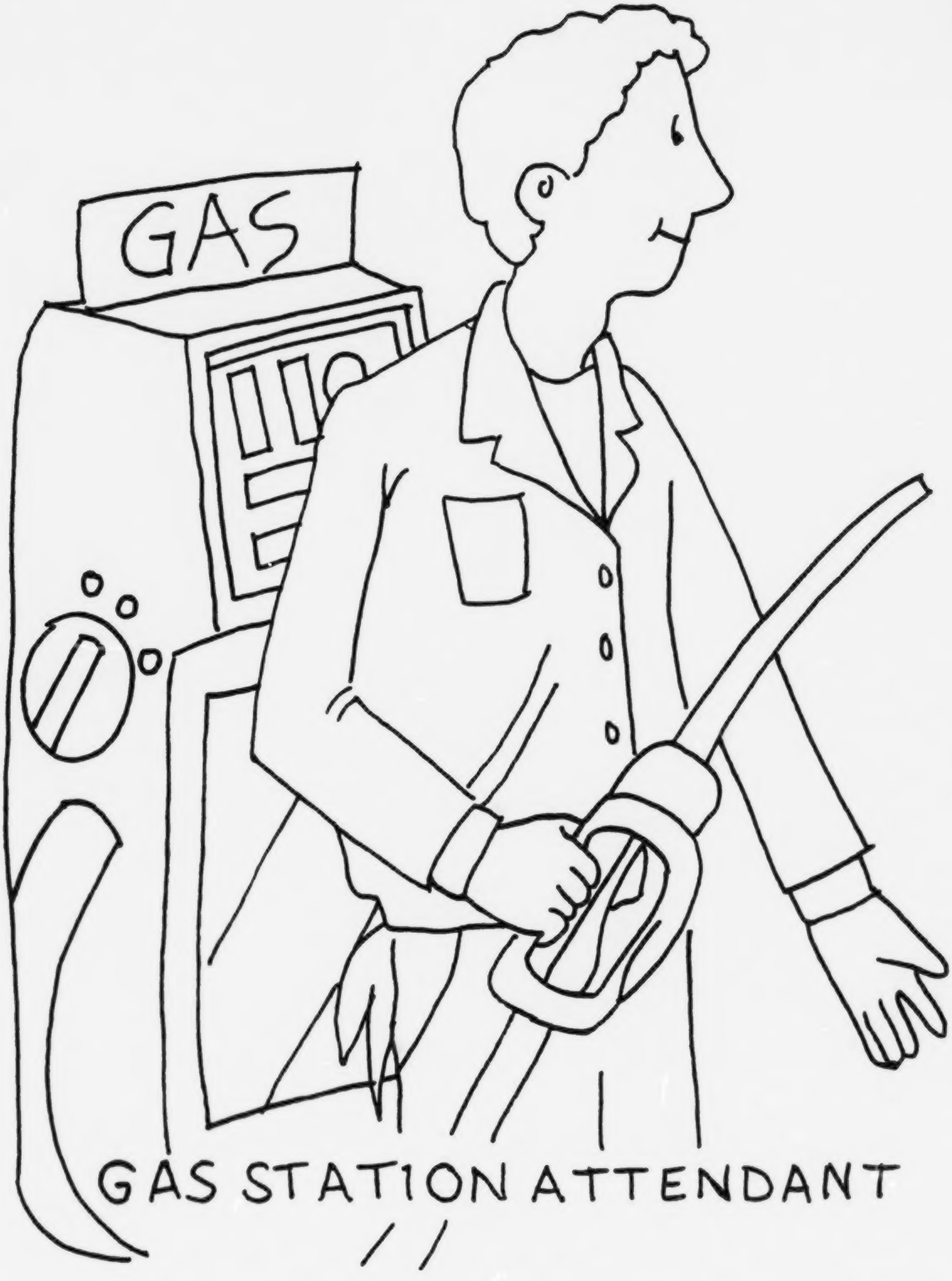




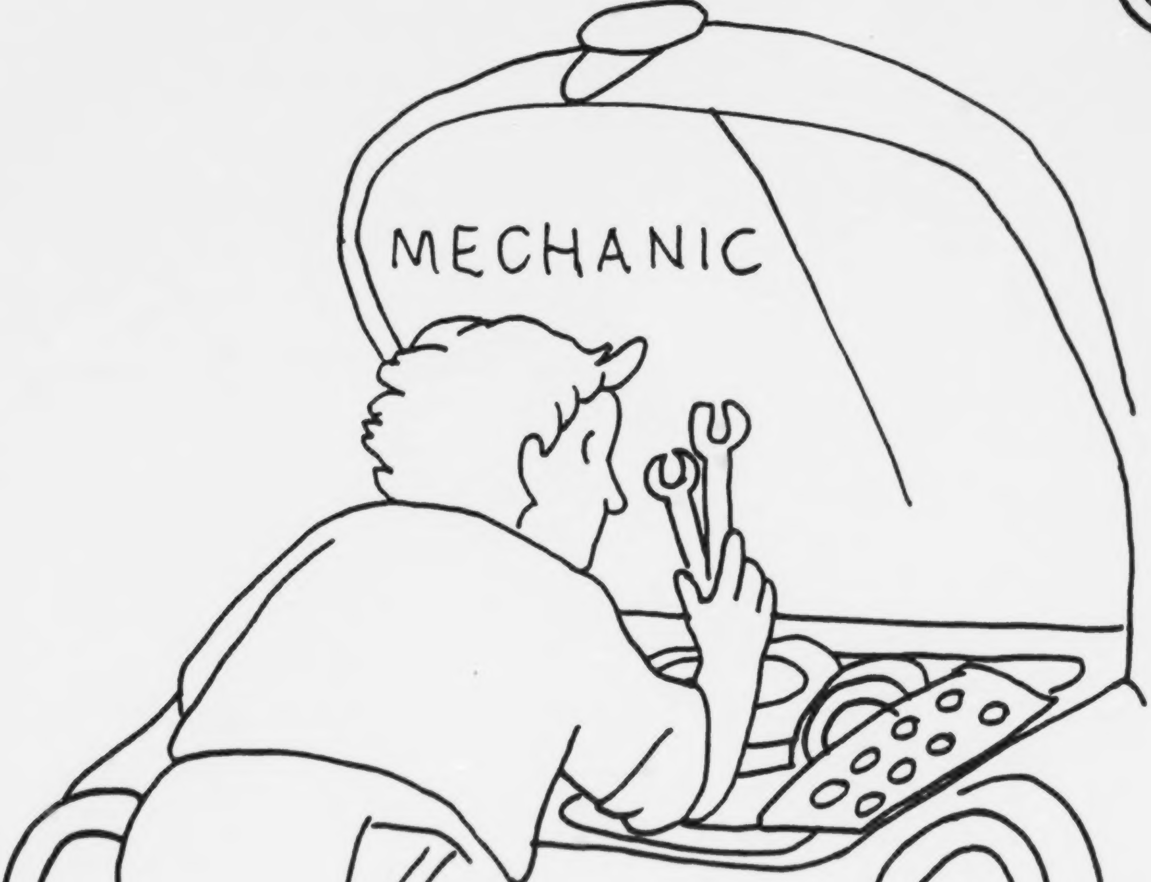
TEACHER


AIRLINE ATTENDANT

EP-39



GAS STATION ATTENDANT



EP-41

Area I- Category A- Competency 2

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW ABOUT GOOD WORK HABITS.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: LETTER T0 PARENTS

"WORKING ON GOOD WORK HABITS"

INTRODUCTION: Explain to the class that everyone has to work in one way or another. You will discuss what good work habits are.

PROCEDURE:

1. About one week before the lesson, visit each class and pass out a parent letter. In this letter, ask the parents to write down the good work habits they look for in themselves and other people. Tell them to send this list back with their child because the next classroom guidance session will be on good work habits. Skip this step for kindergarden.
2. Begin the lesson by exaggerating some bad/poor work habits. Pantomime them for the class. Do 3-5 different examples. (Lazy, too tired, sloppy, chatterbox, bored)
3. Ask the class if they would like to work with someone like that. Why not?
4. Ask the class what are good work habits. List their responses on the board.
5. Ask those who remembered to have their parents complete the letter to share their answers. Make a separate list on the board. Compare the two lists.
6. Ask the class if they would like to pick one or more of those good work habits and make them into a whole class goal. Be sure they do not choose inappropriate goals. Involve their teacher.
7. Wrap-up the lesson. Summarize the results and send to parents a follow-up letter that thanks them as well as gives them the results.

OBSERVATION NOTES

If children don't respond in a normal manner, encourage positive work habits to the entire class.

LETTER TO PARENTS

Dear Parents or Guardians,

In upcoming classroom guidance lessons, we will be discussing good work habits. In order to add to our discussion, would you please help us out by writing down two or three good work habits that you like to see in yourself and in those with whom you work? Just send your response with your child to give to their teacher.

Thank you for your help.

Area I- Category A- Competency 3

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW SOME REASONS WHY PEOPLE WORK.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: PICTURES OF PEOPLE WORKING, MAGAZINES, SCISSORS, PENCILS, CRAYONS, GLUE

"WHY MUST I WORK?"

INTRODUCTION: Students will consider and discuss reasons why people work.

PROCEDURE:

1. Display pictures of people working. Discuss the various jobs.
2. Ask students to tell what kind of "job" they would like to do when they become adults.
3. Discuss some reasons why people work and what they do with the money they earn.
4. Ask the students in 2nd or 3rd grade to draw or find a magazine picture that would show the type of job they would like to do as an adult.
5. Ask the students in 2nd or 3rd grade to then list three reasons why they would work.
6. Ask the students to share their pictures and reasons why people work.

OBSERVATION NOTES

It might be good to discuss feelings of being productive, contributing to society and helping others as some of the reasons why people work in addition to earning money for shelter, food, and luxuries.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW SOME REASONS WHY PEOPLE WORK.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: A LARGE FIGURE CUT FROM A SHEET OF POSTER BOARD (NEITHER MALE NOR FEMALE-JUST AN ADULT), MAGAZINES

"PARENTS AT WORK"

INTRODUCTION: This lesson will help children appreciate the importance of work in our society and the feelings of being productive, contributing to society and helping others as some reasons for working.

PROCEDURE:

1. Explain that it takes many different people doing many different kinds of work to make us safe, comfortable and healthy. Encourage the children to talk about people who help us in some of these ways.
2. Ask the children to find a picture from a magazine that represents something their parents do at work. Stress that in some families both the mother and father work and in other families either the mother or father may work. This provides a good opportunity to emphasize that all families do not do things the same way but decide what works best for them.
3. Develop a collage by posting the pictures on the poster board. You may wish to put it on a bulletin board and list the different jobs represented.

OBSERVATION NOTES

Be aware of students who may have parents that are unemployed. Help them cope with this on an individual basis.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW SOME REASONS WHY PEOPLE WORK
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 1-3
MATERIALS: CONSTRUCTION OR WRITING PAPER

"A PENNY EARNED"

INTRODUCTION: This lesson will help children understand that there is a relationship between working and being able to buy items that are desirable.

PROCEDURE:

1. Introduce the beginning of the story of "Tim". "Tim wanted a skateboard. His parents told him that he must earn the money."
2. Complete the story using suggestions on how he could earn the money such as: cleaning up the yard, carrying groceries or washing dishes.
3. Ask the students to draw a picture or write how Tim may have earned the money for the skateboard.
4. Compare and relate the reasons why Tim worked and parents work (to provide things for the family.)

OBSERVATION NOTES

Be prepared to assist students who may have a difficult time making a choice.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW SOME REASONS WHY PEOPLE WORK.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: CATALOGS OF ALL TYPES: CLOTHING, TOYS, SPORTING GOODS, PAPER AND PENCIL

"SHOPPING SPREE"

INTRODUCTION: Students need to be aware that people work for many reasons. One reason people work is to make money to buy the things they both need and want. Allow students to decide how they would spend money if they each had $100.00.

PROCEDURE:

1. Review the concept that people work to have money to buy the things they both need and want.
2. Discuss how individual interests affect their spending habits and how interests differ from person to person.
3. Give each child an account of $100.00. Pass out catalogs for children to select their purchases up to $100.00.
4. Have each child list their selections along with the prices.
5. Compare and discuss the completed lists.

OBSERVATION NOTES

Be aware of those students who may "over-spend". Help them to re-evaluate their shopping list and decide what items are necessities and what items are impulses.

Area I- Category A- Competency 4

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW PEOPLE NEED TO WORK TOGETHER.
TIME: 2-30 MINUTE SESSIONS
GROUP SIZE: CLASS CLASS LEVEL: 2-3
MATERIALS: VARIETY OF COLORED CONSTRUCTION PAPER 8 1/2 X 11, PRECUT "FLOWER" AND "THANK YOU" SHEETS, CRAYONS, PASTE, AND EMPTY "DELIVERY BOX" (OFFICE FOLDER BOX)

"I CAN DO MY PART"

INTRODUCTION: Students can experience for themselves the need for cooperation and good work habits "on the job".

PROCEDURE:

1. Before class meets, run enough copies of the "flower" sheet and "thank you" sheet to supply groups of six. Make one greeting card as a sample. Precut and stack the flowers and thank you notes. Arrange the room so that desks are in rows of six, side by side. Plan for one student at each desk. "Extra" students (ex. total class twenty-two students: three rows of six and four extra) can act as "inspectors". Assemble the materials as follows:

    a) The first desk has colored construction paper.
    b) The second desk has a stack of "flower" sheets and crayons.
    c) The third desk has paste.
    d) The fourth desk has "thank you" sheets and crayons or markers.
    e) The fifth desk has paste.
    f) The sixth desk has the "delivery box" plus crayons or markers.

2. On the board or on a large chart write the following names so that the fourth desk workers can copy them onto "thank you" sheets:

a) school nurse
b) secretary
c) custodian
d) aide

3. Explain work habits; things you do to help you learn or work better. Explain that adults are given "report cards" (evaluations) at their jobs. They are judged on habits similar to school:

a) Coming on time.
b) Following directions.
c) Doing the assignment.
d) Getting along with others.

Talk about the need for getting along with and respecting others, especially in a factory or assembly line job where safety is involved.

4. Ask students to count off 1-6 (this could also be done 1-5, eliminating desk and task 6). Direct students to stand in their groups 1's, 2's, etc. When you have the students divided, say, "Today we are going to be factory workers and we each have a special job to do in the assembly line. We are going to assemble greeting cards for some special people in our building."

5. Show students the sample card you have already completed and explain the steps:

a) Desk #1: Their job is to select a piece of construction paper, fold it in half and pass it to Desk #2.
b) Desk #2: Their job is to select a "flower" sheet and color the flowers, put the colored sheet on top of the folded construction paper and pass to Desk #3.
c) Desk #3: Their job is to paste the sheets to the front of the folded construction paper and pass it to Desk #4.
d) Desk #4: Their job is to copy from the board the names of the person on the "thank you" sheet, put it inside the construction card and pass it to Desk #5.
e) Desk #5: Their job is to paste the "thank you" to the inside of the card and pass it to Desk #6.

f) Desk #6: Their job is to inspect the card, touch it up if necessary, and place it in the "delivery box".

6. Discuss the following topics:

   a) Did everyone cooperate?
   b) What would happen if someone didn't cooperate?
   c) Did you get bored with your job?
   d) Did things go the right speed with you?
   e) What happened if someone didn't pay attention? (eg., product back-up, etc.)
   f) How do you feel about the finished product? (If time permits, do one line of super careful "best" work and one line of slap-dash careless work. Compare the finished products.)
   g) Could you do this job all day every day?
   h) What would happen to the line, the product, and the other workers if one worker was:
      1) always late? or
      2) played "hookie"?

   Ask the students to share this activity with their families and ask family members to tell them how cooperation and good work habits are important in their jobs.

OBSERVATION NOTE:

Circulate during the activity and comment on all positive aspects of student behavior, particularly if it illustrates the benefits of cooperation and good work habits.

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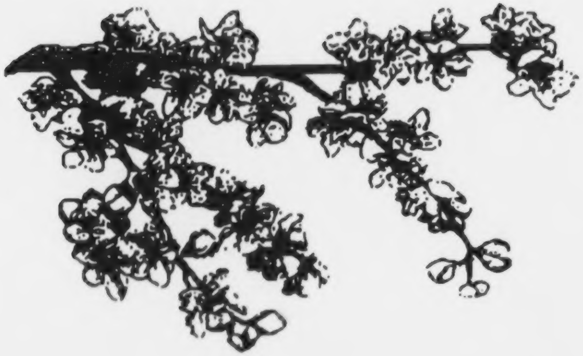
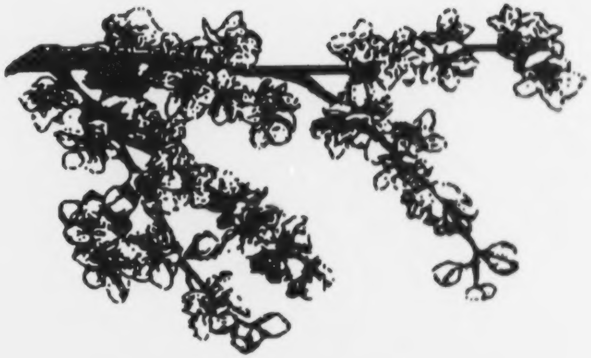
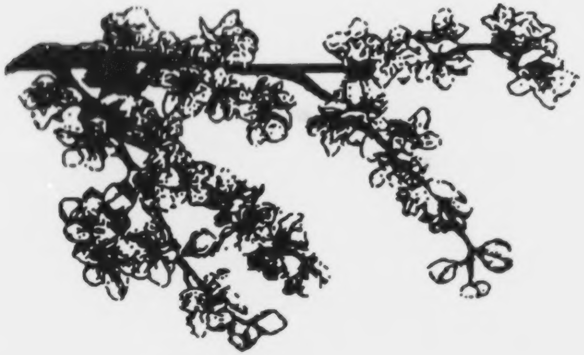
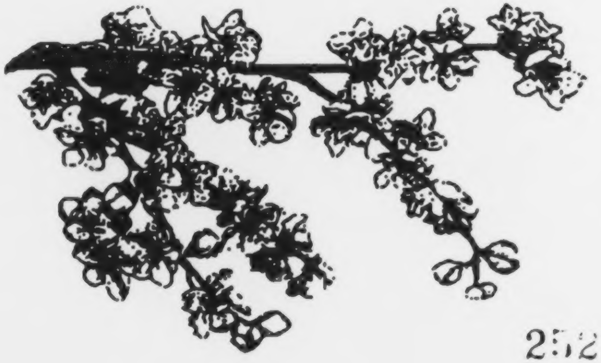
FLOWER SHEET

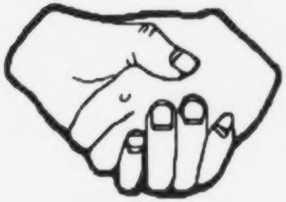






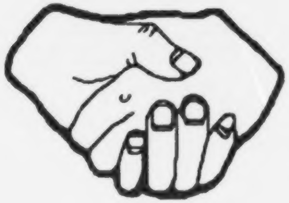


THANK YOU



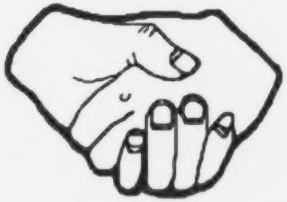
THANKS FOR ALL YOU DO!

NURSE



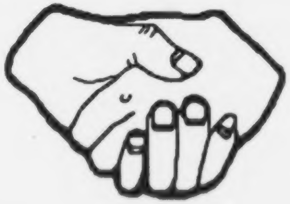
THANKS FOR ALL YOU DO!

CUSTODIAN



THANKS FOR ALL YOU DO!

SECRETARY



THANKS FOR ALL YOU DO!

AIDE

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW PEOPLE NEED TO WORK TOGETHER.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: DRAWING PAPER, CRAYONS

"JOBS AT SCHOOL"

INTRODUCTION: This lesson will help students to be more aware of how interdependent we are on each other.

PROCEDURE:

1. Explain to the class that school is like a small community with the people interdependent on each other to make it work.
2. Ask students for examples of people who have jobs at school. Be sure to include: principal, secretary, nurse, counselor, cafeteria worker, custodian, teacher.
3. Depending on the age of the children, ask them to give examples of people who do things for the school but do not work at the school building. For example: truck drivers who deliver food, the superintendent of the school district, maintenance people who fix things, people who sell books and supplies to the school, and bus drivers who deliver students.
4. Distribute drawing paper to each student. Tell them to draw and color a picture of someone doing a job that helps the school. Encourage them to draw many different people so their drawings can be put together in a book.
5. Collect the pictures and put them together to make a book called "Jobs at School". You can put a cover on it and display it on a table for the children to look at as desired.

OBSERVATION NOTES

Be alert to students who have difficulty understanding how interdependent we are on each other. They may need individual assistance.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW PEOPLE NEED TO WORK TOGETHER.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: CHALKBOARD

"WHEEL OF WORK"

INTRODUCTION: In thinking about careers, children need to be aware of how people work together to make any organization or company function.

PROCEDURE:

1. Draw a large wheel on the chalkboard. Draw a smaller circle inside the large wheel. Add lines or spokes to divide the large wheel into eight or ten sections.
2. Invite students to name as many school workers as possible. Fill in each wheel section with the title of the school worker. Discuss the jobs of each worker named. If the children name "students" as a school worker, tell them students are a very important part of this wheel. Place this title in the small inner circle.
3. Discuss what happens to a wheel if a big chunk is missing. Discuss what happens when a school worker fails to do his or her job.
4. Stress the importance of students and their "jobs" at school. Discuss what happens when a student fails to do his or her job.
5. Discuss the importance of each worker at school working together to help the school run smoothly.
6. The leader could draw another wheel and use another example, such as a community, and show how everyone must work together.
7. More capable students might be able to extend this lesson and draw their own wheel and fill in the people who work together.

OBSERVATION NOTES

The leader should be prepared to give examples of workers if students have difficulty thinking of them.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW PEOPLE NEED TO WORK TOGETHER.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: "POPCORN CHAIN" HANDOUT, OVERHEAD PROJECTOR

"IT TAKES ALL KINDS"

INTRODUCTION: This lesson will increase knowledge of how people depend upon other people for their livelihood and for the consumer products they use. It will strengthen the concept of what "business" is and how it relates to them.

PROCEDURE:

1. Using an overhead projector, reveal one line at a time of the "Popcorn Chain" handout.
2. Show how the production of corn provides jobs for many people and how those jobs are interdependent.
3. If time remains, brainstorm another chain using another product, such as an article of clothing, a car, or writing paper.
4. Optional: a) The leader could show the students unpopped corn. b) A fun way to end this activity could be to serve popcorn.

OBSERVATION NOTES

Observe students who have little information to offer. Those students could benefit from small group sessions.

POPCORN CHAIN

SEED

(SEED STORE-SALESPEOPLE)

PLANTING

PEOPLE TO WORK
TRACTOR
(TRACTOR STORE-SALESPEOPLE)
(PLANT WHERE TRACTOR IS MADE)
FERTILIZER
(FERTILIZER-STORE-SALESPEOPLE)
(PLANT WHERE FERTILIZER IS MADE)

HARVEST

PEOPLE TO WORK
CORN PICKER EQUIPMENT
(CORN PICKER-STORE-SALESPEOPLE)
(PLANT WHERE CORN PICKER IS MADE)
TRUCKS TO LOAD CORN ON
(TRUCK-STORE-SALESPEOPLE)
(PLANT WHERE TRUCKS ARE MADE)

STORAGE

PEOPLE TO WORK
SILOS TO STORE IN
WORKERS TO BUILD SILO
MATERIALS TO BUILD SILO
(PLANTS TO MAKE MATERIALS USED TO BUILD SILO)
(TRUCKS TO HAUL MATERIALS)

SALE OF CORN

COMMODITIES MARKET
PEOPLE TO WORK

TRANSPORTING THE CORN
TRAINS
TRUCKS

DELIVERY TO GROCERY STORES
PEOPLE TO WORK
TRUCKS

DISPLAYING IN GROCERY STORES
STORE MANAGER
PRODUCE MANAGER
PRODUCE CLERK

SELLING IN STORES
CASHIER

DELIVERY TO HOME OR RESTAURANT
CAR OR TRUCK

SERVING THE CORN
COOK
WAITER OR WAITRESS

EATING THE CORN
EVERYBODY-YUM, YUM

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW SOME THINGS I LIKE TO DO.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: BODY OUTLINE, PENCILS, CRAYONS, MARKERS

"I WANT TO BE . . ."

INTRODUCTION: Students have ideas about what they would like to choose as a career. By expressing these ideas the students will be better prepared to make a decision later on.

PROCEDURE:

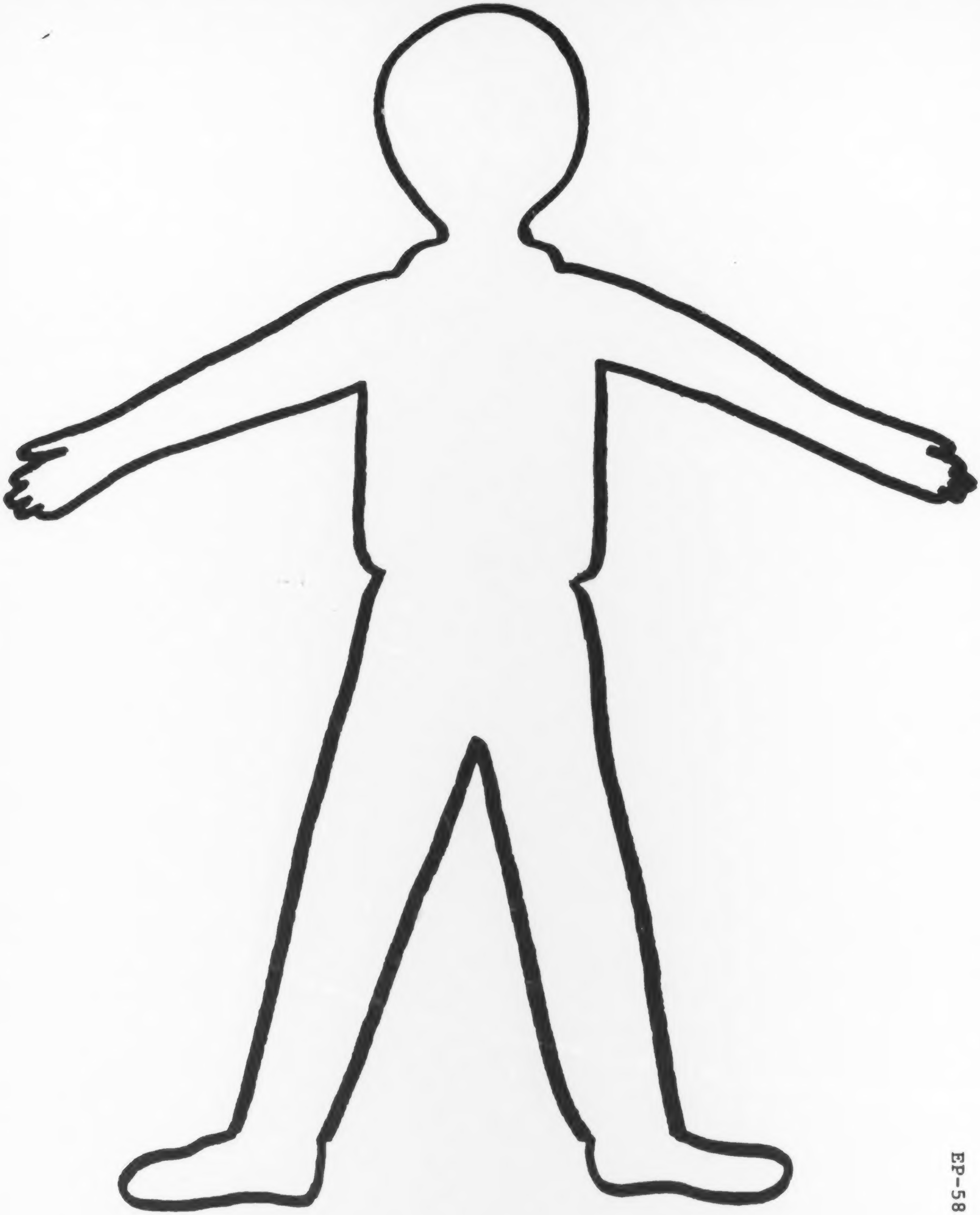
1. Distribute a body outline on a worksheet for each student.
2. Lead students in a discussion describing the tasks a person in various occupations performs. Also, discuss the kind of clothing that is appropriate for each job.

   a) Doctor - white coat and stethoscope
   b) Secretary - business suit and note pad
   c) Football player - uniform
   d) Nurse
   e) Construction worker
   f) Farmer
   g) Firefighter
   h) Delivery person
   i) Police officer

3. Ask the students to draw the clothes on their picture of the type of occupation they would choose.
4. Display the pictures in the room.

OBSERVATION NOTES

Some students may need helps identifying occupations that are available.



Area I- Category C- Competency 11

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

COMPETENCY: I KNOW HOW TO WORK AND PLAY WITH BOTH BOYS AND GIRLS IN AN ACTIVITY.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: 1X11 STRIPS OF COLORED PAPER, TAPE

"CIRCLE OF COOPERATION"

INTRODUCTION: All through our lives we have to learn to get along with all kinds of people, even people we don't like. This lesson focuses on this issue.

PROCEDURE:

1. Before the lesson have strips of paper cut in four to ten different colors. Label each strip with a letter and a number. Your goal is to divide the class into four to six groups.

Strips-	Group A	Group B	Group C	Group D	Group E	Group F
	Red-1a	Yellow-1b	Green-1c	Blue-1d	Red-1e	Yellow-1f
	Blue-2a	Blue-2b	Blue-2c	Yellow-2d	Blue-2e	Blue-2f
	Green-3a	Red-3b	Yellow-3c	Green-3d	Green-3e	Red-3f
	Yellow-4a	Green-4b	Red-4c	Red-4d	Yellow-4e	Green-4f

2. Explain to the class that they each have to find the other members in their group and make their chain. Also, the chain should be in numerical order. The group will be judged on their finished product, so it is very important for team members to find each other and cooperate while completing their chain. Give them time to do this.
3. Collect the chains and check.
4. Ask each group to explain how they were or were not able to get along to complete the task.
5. As you are talking slowly take each chain and add a strip to connect it to the next one until they form a circle. While doing this, ask them questions such as:

a) Did you ever have to sit next to someone you didn't like? What happened?
b) How can you get along with other boys and girls you don't like?
c) Do adults have to get along with people they don't care for?

6. Show them the finished circle. Relate that circle to their class. Everyone is different but we are a class, a team, a family and we will get along with each other.
7. Re-cap the lesson, challenge them to use what they've learned.

OBSERVATION NOTES

Look for the student(s) that hinder their group. You may want to focus on this in a small group session.

Area I- Category C- Competency 11

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

COMPETENCY: I KNOW HOW TO WORK AND PLAY WITH BOTH BOYS AND GIRLS IN AN ACTIVITY.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: NONE

"RELATIONSHIPS BETWEEN GIRLS AND BOYS"

INTRODUCTION: It is important that students explore the attitudes of boys and girls toward one another, for in our society many people hold rigidly stereotypical views of the roles of males and females.

PROCEDURE:

1. Say to the students, "I'd like to try an experiment now. I need four boys and four girls. Please step outside."
2. Say to the remaining students, "I'm going to ask those who left to choose a partner. What do you think will happen? Do you think the boys will choose boys and the girls will choose girls?"
3. Ask the volunteers to return and say, "Choose one person to be your partner and form a line."
4. "What did you notice about the partners? Why did the boys choose boys and the girls choose girls?"
5. Ask the boys why they chose boys and the girls why they chose girls.
6. Follow-up with a discussion that addresses the following issues:

   Sometimes boys won't choose girls and won't work or play with them because they are afraid of being teased. They may think they are not supposed to like each other, they might feel embarassed, or they may not enjoy doing the same things. Do you think this is true? What kinds of games do boys and girls play? Boys, how would you feel about letting girls play football or soccer with you? If boys and girls were going on a toy shopping spree, what would they buy? What kinds of games would boys buy? What would girls buy? Could boys and girls buy the same games or toys?

OBSERVATION NOTES

Be aware of students who seem uncomfortable with the discussion and meet with them later individually or in a small group.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

COMPETENCY: I KNOW THAT BOYS AND GIRLS CAN DO ANY CLASSROOM JOB.
TIME: 20 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-2
MATERIALS: PICTURES OR DRAWINGS OF ALL CLASSROOM JOBS

"CLASSROOM JOBS"

INTRODUCTION: Children need to be aware that all boys and girls can do many of the same jobs. This lesson provides the opportunity to see this at a young age using classroom jobs as an example.

PROCEDURE:

1. Brainstorm with the group to make a list of all classroom jobs. (You can use pictures for younger children.)
2. Ask if boys and girls could both do all the jobs?
3. Allow a student to choose one of the drawings of jobs (held face down) to demonstrate if they could do it. Then allow a student of the opposite sex to demonstrate they too could do the job.
4. Let other students take turns drawing the jobs and demonstrating until all jobs have been drawn.
5. Emphasize that boys and girls could do all of the jobs equally well.
6. You might allow students to draw a job for themselves to do the next day or week.

OBSERVATION NOTES

Be alert to any student who may hesitate to try a job. They need individual encouragement to build self confidence.

Area I- Category N- Competency 31

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW ABOUT DIFFERENT HOBBIES, SPORTS AND ACTIVITIES THAT I CAN DO IN MY SPARE TIME.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: CHALKBOARD

"EVERYBODY LIKES TO DO SOMETHING"

INTRODUCTION: Children and adults have many different ways to enjoy themselves. We should not all be expected to enjoy everything in the same way.

PROCEDURE:

1. Many times we make friends based on hobbies, sports or activities that we have in common. Ask the students to think of their best friend. Ask them, "Do you and your best friend have any of the same hobbies, sports or activities?" Let many or all of them answer and tell what they and their best friend have in common. List their answers on the board.
2. Using tally marks (or, for grade three, using a graph) find out how many of the class participate in each activity. For example: soccer, dancing, gymnastics.
3. Pair students using a random method. Ask them as a pair to draw a picture showing the two of them enjoying an activity together. It would be helpful to have colored pencils from the art room.
4. Collect the drawings and compile them into a booklet. Return the booklet to the class and let them keep it in their room library.
5. Recap the lesson by asking students to tell what they learned. Encourage them to be bold. They can ask each other to teach them new games or activities at recess.

OBSERVATION NOTES

Look for children that don't mention any special interests. They may be lacking a broad experiential base. Students may need to be encouraged to think of things they like to do for fun or things they like to collect.

Area I- Category N- Competency 31

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY:	I KNOW ABOUT DIFFERENT HOBBIES, SPORTS, AND ACTIVITIES THAT I CAN DO IN MY SPARE TIME.
TIME:	30 MINUTES
GROUP SIZE:	CLASS GRADE LEVEL: 1-3
MATERIALS:	PENCIL, CRAYONS, PAPER

"PLAY IS FUN"

INTRODUCTION: Children need to understand that leisure time is an important part of career planning and exploration. This activity will help students realize there are many different types of activities and hobbies with which one can be involved.

PROCEDURE:

1. Ask the students to think about different things they like to do in their free time and choose one activity.
2. Ask them to draw that activity on their paper and color it. At the bottom of their paper, each student can identify what they drew by writing, "I like to ______."
3. The students may take additional paper home to have their parents draw what they like to do in their leisure time. At the bottom of their paper they can also write, "I like to ______."
4. Combining the work of both the students and the parents, a book on leisure activities and/or hobbies can be made for the class. (If the school has a laminating machine, the book might be laminated.)

OBSERVATION NOTES

Be prepared to help students think about different things they like to do in their free time. Send home instructions with the students about the parents' involvement with this activity.

Area I- Category N- Competency 31

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW ABOUT DIFFERENT HOBBIES, SPORTS AND ACTIVITIES THAT I CAN DO IN MY SPARE TIME.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: A VARIETY OF PICTURES SHOWING PEOPLE DOING THINGS (SOME "WORK" AND SOME "LEISURE" ACTIVITIES)

"LIFE DOESN'T HAVE TO BE BORING"

INTRODUCTION: Leisure and the use of leisure time is extremely important in career planning and exploration. This activity will assist students in expanding their knowledge of different activities for leisure.

PROCEDURE:

1. Discuss with the class the difference between work and leisure. For example: Work generally provides something for a cost while leisure activities are for fun and relaxation.
2. Show pictures and discuss the following for each one:

    a) Is the person working or doing something for "fun"?
    b) What helped you decide your answer?
    c) Could the work be leisure activity or could the leisure activity be work? (Some examples: Professional baseball player's job is sometimes considered leisure yet it is really work when they are paid "to play". Fishing is usually done for leisure but you can work as a paid fishing guide.)

OBSERVATION NOTES

Be prepared to help student see the difference between work and leisure, as well as how they might be combined in some activities.

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Area I- Category N- Competency 31

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING TO USE LEISURE TIME

COMPETENCY:	I KNOW ABOUT DIFFERENT HOBBIES, SPORTS AND ACTIVITIES THAT I CAN DO IN MY SPARE TIME.
TIME:	30 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS:	LARGE CHART PAPER

"TRY IT, YOU MAY LIKE IT"

INTRODUCTION: Hobbies, sports and activities are just as important as learning to read. Children will feel better about themselves if they have well-rounded experiences.

PROCEDURE:

1. Ask students to bring examples of their hobbies to school to put on display and discuss. They should attach to the display the usual times they work on their hobby before school, after school, after homework, after play, before going to bed, on weekends. Ask them to estimate, after keeping a record for a week of time spent working on their hobby, the amount of time they spend working on their hobby vs. other lesiure time activities. Discuss how hobbies might lead to related occupations or might be done purely as a leisure activity.
2. Ask the students to interview parents and other adults about how they spend their leisure time and their hobbies.
3. Have students write and illustrate what they like to do in their leisure time.
4. Discuss and develop the following considerations with the class:

    a) How can hobbies help you learn more about yourselves?
    b) How can hobbies help you develop new skills?
    c) Why is it important to try new hobbies?
    d) What are hobbies?
    e) What are interests?

f) What hobbies or hobby do you like?
g) What interest led you to this hobby?

OBSERVATION NOTES

Prior to the lesson, let the classroom teacher know what you are planning. Encourage the teacher to bring examples of any of their own hobbies, sports, or activities.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW WHAT I LIKE TO DO FOR FUN
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: K-2
MATERIALS: WORKSHEETS - "LEISURE LIFE LIST" AND "LEISURE TIME"

"HERE'S WHAT I LIKE TO DO"

INTRODUCTION: Students need to be aware of various free time activities and know that students and adults need recreation.

PROCEDURE:

1. Ask students to name the different things people do when they are not at work or school. Explain that these would be called Leisure Time activities. List them on the board.
2. Review the list to determine if each activity is indoor, outdoor, done alone or with others. Explain that our leisure time activities depend on how much time we have and the money we can spend.
3. Read the Leisure Time list to K-2 students and elicit oral responses.
4. Distribute the list to third grade and fill the list out together. Discuss differences and similarities of the group's choices.

OBSERVATION NOTES

Be aware of any students who appear only to be aware of TV or yard play as a leisure activity. Explore other possibilities with them privately or in a small group. Check with the teacher about exploring field trip opportunities.

LEISURE LIFE LIST-PRIMARY

As a kid I like to: This activity is:

	indoor	outdoor	by myself	with others
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

As an adult I might like to:

1.______________________________
2.______________________________
3.______________________________
4.______________________________
5.______________________________
6.______________________________
7.______________________________
8.______________________________
9.______________________________
10.______________________________

LEISURE TIME

Our choices of leisure activities are limited by the time we have available and the money we can spend on the activities.

Put a checkmark beside all of the things you would enjoy in your free time. Put a "$" by each activitiy that costs money.

Enjoy	$	
_____	_____	ride a bike
_____	_____	go to the movies
_____	_____	play with friends
_____	_____	buy and build models
_____	_____	go roller or ice-skating
_____	_____	go to the beach
_____	_____	work on my hobby
_____	_____	play with my pet
_____	_____	watch TV
_____	_____	go horseback riding
_____	_____	go swimming
_____	_____	go to Amusement Park
_____	_____	go on vacations with my family
_____	_____	other

I never seem to have enough free time to___________________ . I would like to try___________________ if I had more money to spend. Put an "*" beside your three favorite activities.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW WHAT I LIKE TO DO FOR FUN.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-1
MATERIALS: COLORED CONSTRUCTION PAPER FOR DIFFERENT FLAVORS OF ICE CREAM, COPY OF ICE CREAM CONE FOR EACH STUDENT, SCISSORS, CRAYONS, AND PASTE

"FUN ICE CREAM CONES"

INTRODUCTION: This lesson will help students be more aware of how to fill their leisure time with fun activities they like to do.

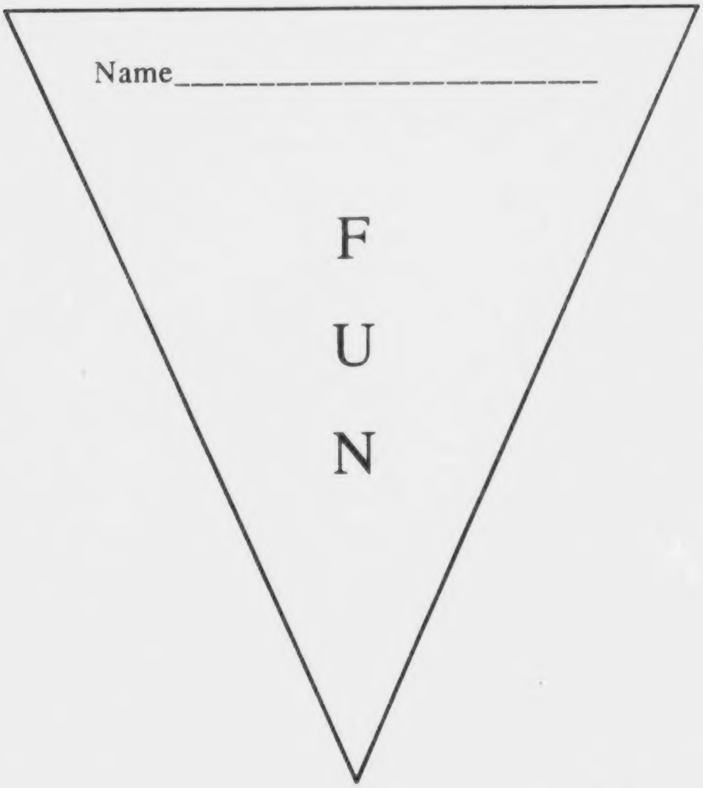
PROCEDURE:

1. Discuss activities that people like to do for fun.
2. Write the ideas given by the students on the chalkboard.
3. Explain that all students will make an ice cream cone with their name on it.
4. Ask students to write or draw things they like to do for fun on scoops of ice cream and paste it on the cone.
5. Allow students to show and share their cones as time permits.
6. Discuss what they found out about themselves and others in the class. Point out that many like to do the same things but that there are differences as well.
7. The leader may choose to display the cones or allow students to take them home to share with their families.

OBSERVATION NOTES

Be alert to students who have difficulty thinking of things they like to do for fun. You may need to be prepared to supply ideas for them.

FUN ICE CREAM CONES



Area I- Category N- Competency 32

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING TO USE LEISURE TIME

COMPETENCY: I KNOW WHAT I LIKE TO DO FOR FUN.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: "FUN AT SCHOOL, FUN AT HOME" WORKSHEET, PENCILS, CRAYONS

"LEISURE TIME AT SCHOOL AND HOME"

INTRODUCTION: Hobbies, sports and activities are just as important as learning to read. Children will feel better about themselves if they have well-rounded experiences.

PROCEDURE:

1. Discuss activities students do in their free time at school.
2. Discuss activities students do for fun with the people in their family.
3. Explain that these would be leisure time activities.
4. Distribute a "Fun At School, Fun At Home" worksheet. Suggest that each student contribute either a picture or written description of leisure time at school and home.
5. Collect the worksheet to place in a class booklet titled, "Leisure Time At School And Home."

OBSERVATION NOTES

If children do not mention a wide variety of hobbies, the leader may give additional ideas such as: collections, building models, skateboarding.

FUN AT SCHOOL	FUN AT HOME

Area II- Category B- Competency 6

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND AND CAN IDENTIFY A WIDE VARIETY OF FEELINGS (HAPPY, SAD, MAD, ETC).
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 1-2
MATERIALS: SMALL CARDS WITH ONE OF THE FOLLOWING EMOTIONS PRINTED ON EACH CARD: HAPPY, SHY, EXCITED, LONELY, SAD, GROUCHY, SCARED, ANGRY, SILLY; "THE WAY I FEEL" WORKSHEET

"THE WAY I FEEL"

INTRODUCTION: This lesson will give students practice in identifying a wide variety of feelings by reading the body language of other students.

PROCEDURE:

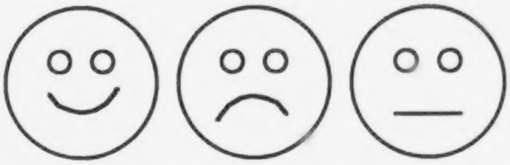
1. Introduce the lesson by playing a game. One student is selected to come forward and choose one of the cards. The cards are turned face down, and the student does not know what feeling has been selected until the card is turned over. The student must pantomime the feeling and the class must guess what feeling the student selected. Teacher or counselor may whisper word to the student if he/she can't read it.
2. Continue playing the game after all the feelings have been turned over by allowing a student to select a feeling and explain what experience might cause him/her to have the feeling.
3. Give the worksheet to the students. Ask them to discuss what feeling each face expresses and to mark their worksheets. Then as a whole class allow students to reveal their responses.
4. Lead a brief discussion on what a person can do when experiencing feelings of sadness, anger, disappointment, and loneliness.

OBSERVATION NOTES

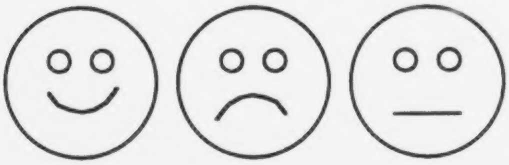
Keep the lesson moving along, as it can be too lengthy if students take too long in guessing the feelings or in discussion times.

THE WAY I FEEL

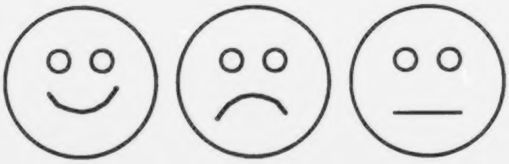
1. When I am eating my favorite food I feel . . .



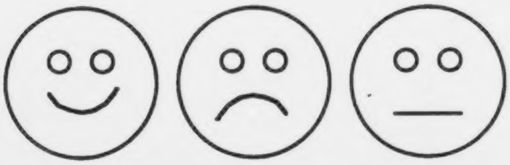
2. When I do something I know is wrong, I feel . . .



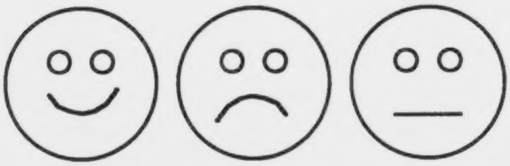
3. When I look at something I have made, I feel . . .



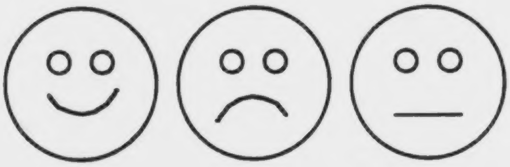
4. When I am called on in class, I feel . . .



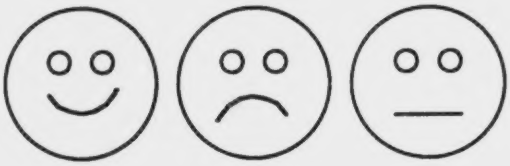
5. When I help someone else, I feel . . .



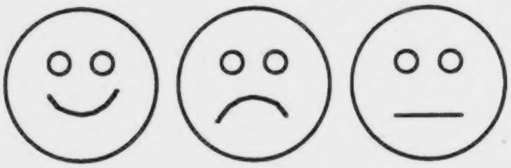
6. When I talk in front of the class, I feel . . .



7. When I think about tomorrow, I feel . . .



8. When kids pick on me, I feel . . .



Area II- Category B- Competency 6

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND AND CAN IDENTIFY A WIDE VARIETY OF FEELINGS (HAPPY, SAD, MAD, ETC).
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: NONE

"FEELINGS A TO Z"

INTRODUCTION: The student should be able to explore feeling glad or happy. Feelings can affect the way they treat other people.

PROCEDURE:

1. Discuss with the students that glad or happy feelings are some of the nicest feelings we have. Ask the students to suggest things that make them feel happy and things that make them feel glad.
2. Ask the students to describe physical changes that take place when they are happy.
3. Ask the students if they are more or less agreeable when they are happy. Are they more or less social? Are they more or less willing to try something new?
4. Ask students how feeling happy is different from feeling lonely or sad, angry or ashamed.
5. Explain to the students that happiness can be contagious. Ask students how one's happiness can affect others.
6. Ask the students to share a time someone made them happy and a time they made someone else happy.

OBSERVATION NOTES

Be aware of students who do not participate in the class discussion. These students might be extremely depressed and too sad to think of anything good or happy.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND AND CAN IDENTIFY A WIDE VARIETY OF FEELINGS (HAPPY, SAD, MAD, ETC).
TIME: 20 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: PICTURES FROM MAGAZINES SHOWING PEOPLE DISPLAYING VARIOUS EMOTIONS

"I CAN READ PEOPLE"

INTRODUCTION: Before some children can establish relationships with others they must be able to identify what emotions occur within others. Some children do not automatically discern the expressions of body language which creates for them problematic situations. Students at this age typically should be able to discern: sad, mad and glad. Begin to establish the identification of impatient, worried, excited, fearful and anxious to broaden their repertoire of feeling words - the use of pictures depends on the comfort level of the counselor and confidence in their acting ability.

PROCEDURE:

1. Begin by telling the students that "We are going to read a different way today. We are going to read without books or letters." Ask "See if you can guess what I am feeling?" Continue until all feelings have been acted out.
2. Encourage a student to pantomine a feeling for the other students to guess. Lead the students to choose a feeling that no one else has done. Sometimes clue words need to be given by the counselor to make an accurate guess.
3. An extension of this activity would be to elicit from the other students a discussion of how we can identify (read) what someone else is feeling and how we can help them if needed.

OBSERVATION NOTES

Some students who are shy or having trouble thinking of a feeling may be given suggestions from the counselor. Make every effort to give every student a turn.

Area II- Category B- Competency 7

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY:	I KNOW HOW TO EXPRESS THOSE THOUGHTS AND FEELINGS THAT ARE IMPORTANT TO ME.
TIME:	1 CLASS PERIOD
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS:	COPIES OF "UNHAPPY OR SAD" ACTIVITY SHEET FOR ALL STUDENTS

"SAD"

INTRODUCTION: This lesson will help students to know appropriate ways to act when they are feeling sad or unhappy.

PROCEDURE:

1. Discuss what feeling "sad" means. Ask students to share how they know when they are feeling "sad". What are some things that happen to people that cause them to feel sad? Make a list of some of the reasons given on the chalkboard.
2. Ask for volunteers to give examples of times when things have happened to them to make them feel sad or unhappy. Students might demonstrate to the class how they looked or acted when they were sad.
3. Distribute copies of the "Unhappy or Sad" activity sheets to the students. Allow time for the children to complete their answers or discuss orally in large group or small groups.
4. Ask students to share what they wrote on their activity sheets if used. Discuss appropriate ways to act in each situation.

OBSERVATION NOTES

The counselor should watch for students who express serious sad situations that they may need individual help.

UNHAPPY OR SAD

Write words that describe sad or unhappy feelings.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

1. Write about a time when you felt sad or unhappy.

____

____

____

2. What happend before you felt this way?

____

____

____

3. What did you do to help you feel better?

____

____

____

Area II- Category B- Competency 7

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I KNOW HOW TO EXPRESS THOSE THOUGHTS AND FEELINGS THAT ARE IMPORTANT TO ME.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: DRAWING PAPER, CRAYONS

"I FEEL SAD"

INTRODUCTION: Feelings are a big part of everyone. Students need to know appropriate ways to act when they feel sad or unhappy.

PROCEDURE:

1. The counselor will lead a discussion as follows:
   "Feelings are a big part of all of us. They can be pleasant (glad or happy) or unpleasant (sad or unhappy). Everyone is sad sometime, but we need to know appropriate ways to act when we are sad or unhappy."
2. Instruct students to draw their sadness. "I want you to close your eyes and think of a time when you were sad or unhappy. What does your body look like? What does your face look like? Draw a picture of how you look when you are sad or unhappy."
3. Ask for volunteers to share their pictures. Discuss the following: What makes you sad?, How do you act when you are sad?, What might make you feel better or worse?
4. Collect the pictures to display on a "Feelings" bulletin board.

OBSERVATION NOTES

Be aware of students who express serious problems. They may need individual counseling to develop appropriate ways of handling sad feelings.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I KNOW HOW TO EXPRESS THOSE THOUGHTS AND FEELINGS THAT ARE IMPORTANT TO ME.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: "THINGS THAT BUG ME" WORKSHEET, PENCILS, CRAYONS

"THINGS THAT BUG ME"

INTRODUCTION: The purpose of this activity is to stimulate class discussion on a variety of feelings and to encourage students to name different types of feelings. This leads to an awareness of how they may react when these feelings are present.

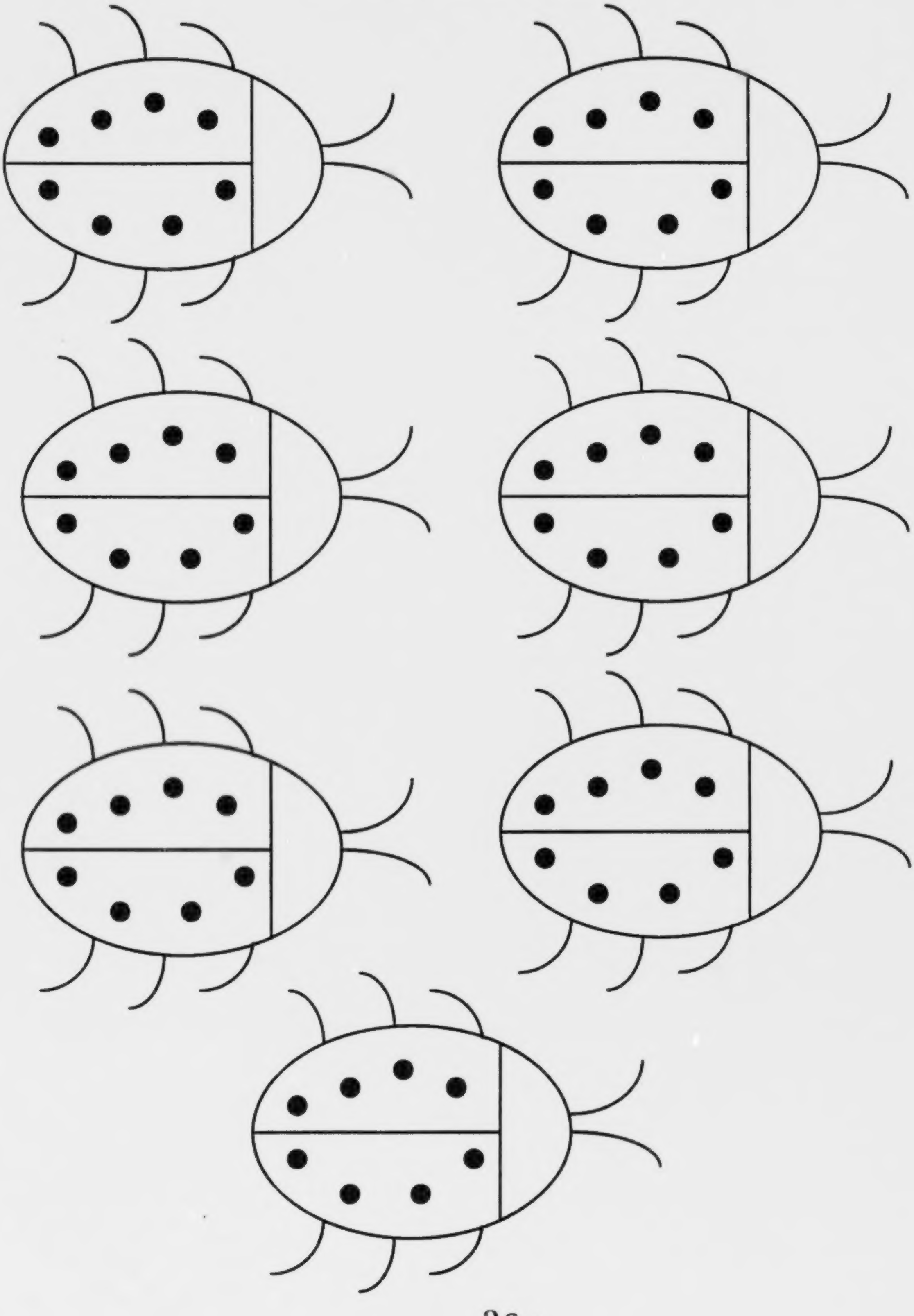
PROCEDURE:

1. Stimulate class discussion about various feelings.
2. Ask students to complete the worksheet on "Things That Bug Me".
3. Students can write only one thing per bug.
4. After the class has completed the worksheets, they may wish to color their bugs.
5. Allow time for students who may want to discuss their worksheets with the class.

OBSERVATION NOTES

Students who list particularly difficult situations may need individual help.

THINGS THAT BUG ME



Area II- Category B- Competency 7

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I KNOW HOW TO EXPRESS THOSE THOUGHTS AND FEELINGS THAT ARE IMPORTANT TO ME.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 1-3
MATERIALS: WORKSHEET, PAPER, COLORED MARKERS, OLD MAGAZINES, GLUE

"HOW AM I REALLY FEELING?"

INTRODUCTION: Students can explore their many different feelings and communicate these in various ways. They will realize that their range of feelings are very normal.

PROCEDURE:

1. Begin the lesson by stating "Feelings, and the changes in feelings, can be very hard for young people to understand." Emphasize to students how important it is to try to understand their feelings. Stimulate the group into a brainstorming session. Write these words on the board and ask students to find different words that define these words.

   Happy Sad
   Angry Scared

   If the students have trouble with this word vocabulary, hand out "Words for How I Am Feeling".
2. Explain to the students that they will be making a "Scrapbook of Feelings". Make sure that every student has six sheets of paper and other art supplies. The pages of the scrapbook should be as follows:

   - One sheet for the cover
   - When I Am Happy . . .
   - When I Am Angry . . .

- When I Am Scared . . .
- When I Am Silly . . .
- When I Am Sad . . .

Instruct the students that they may decorate the scrapbook in any way that will show the feeling. Suggest several areas they may consider.

- magazine pictures
- drawings
- animals
- colors
- poetry

3. These scrapbooks can be put on display. If a student feels his scrapbook is too personal for others to see, the student does not need to share it.

OBSERVATION NOTES

The leader should observe students that have consistent negative feelings. These students may be encouraged to have individual sessions with a counselor.

WORDS FOR HOW I AM FEELING

Happy

comfortable
light-hearted
sparkling
jolly
warm
silly

Scared

uneasy
embarrassed
nervous
uptight
insecure
anxious

Sad

depressed
downcast
gloomy
quiet
dark
cheerless
dreary
empty
out of sorts
discontented

Angry

annoyed
irritated
furious
offended
bitter
boiling
suspicious
uncertain
questioning
jealous
accusing

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY:	I KNOW HOW TO HANDLE MY PROBLEMS OR WHERE TO GET HELP.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	2-3
MATERIALS:	NONE		

"MAKING CHOICES"

INTRODUCTION: This lesson is designed to help children become aware of the need to make choices in solving problems. They will improve their decision-making abilities by exploring constructive ways to meet their needs.

PROCEDURE:

1. Write a *problem* on the chalkboard that the class may presently be experiencing. For example: Too much noise, playground activity is too rough, others are picking on me.

    a) List the *solutions* suggested by the class. Discuss the many *alternatives*. Discuss the *consequences* of each alternative.

    b) The class may *choose* one of the solutions to deal with the problem. (Stress the idea that there are *many ways* a problem can be solved.)

2. Explore the following problems with the steps described above. Examples: What if...

    a) You forgot your lunch money today. Would you:
        (1) borrow money from the teacher?
        (2) go without lunch?
        (3) call home to ask your mother to bring you your lunch?
        (4) share a friend's lunch?

b) You found a wallet containing $10.00 with the owner's name in it. Would you:
   (1) keep the wallet and the money?
   (2) give it to a policeman?
   (3) throw away the wallet and keep the money?
   (4) leave it there?
   (5) have an adult help contact the owner to return it?

c) You are playing at a friend's house. During the visit, your friend asks you to try one of the pills in the medicine cabinet just to see what would happen. Would you:
   (1) take one with your friend just to try it?
   (2) find an excuse to leave so you could go home?
   (3) make believe you took it and throw it away so you could still be friends?
   (4) tell your friend "No, I don't want to take one. It may make me sick."

3. Create more problems to explore. Guide the children in role-playing some solutions. Each child may choose his or her own solution. Note: There may be several possible acceptable solutions to a problem.

OBSERVATION NOTES

Be prepared to help students make acceptable choices that would meet their needs. Be alert to students who make no choice or questionable choices for possible individual counseling in decision-making.

Area II- Category B- Competency 8

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY:	I KNOW HOW TO HANDLE MY PROBLEMS OR WHERE TO GET HELP.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	1-3
MATERIALS:	"FIND THE HELPERS" WORKSHEET		

"SEEKING HELP"

INTRODUCTION: This lesson will focus on helping students understand where to get help when they have a problem they can't solve on their own.

PROCEDURE:

1. Discuss places to go for things you may need:
   Where do you go:

   a) To fix a car? (garage)
   b) To get dessert for supper? (supermarket, bakery)
   c) To borrow books to read for fun? (library)

2. Talk about people who are trained to provide certain kinds of help:

   a) Becoming well when you are sick (doctor, nurse)
   b) Learning to spell (teacher, dictionary, etc.)
   c) Learning to feel better when you are sad or worried (clergyman, counselor, school nurse)

3. Distribute copies of "Find the Helpers" worksheet to the students.
4. Ask the children to "Find the Helpers" by matching the pictures shown on the worksheet.

5. Discuss how to call for help in the case of an emergency. Make a list of emergency numbers from the telephone directory that includes police department, fire department, ambulance, and family members and friends. Use a play phone to practice calling the numbers for an "invented" emergency. Remind the students to give their *name*, *address*, and *type of emergency*.
6. Ask the children to close their eyes and think for a minute about a problem they have had. What did they do about it? Whom did they ask for help? They may share the information with the class.
7. Talk about one's feelings when asking for help: Is it hard to ask adults (other than parents) for help when we need it? Why? Have you ever been too scared to ask for help? What happened?

OBSERVATION NOTES

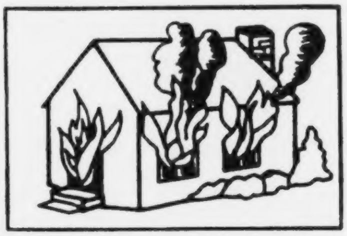
Be aware of time limits. Step five could become too lengthy and interfere with completing the lesson.

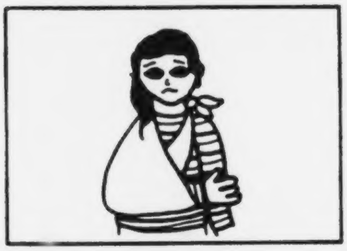
Name ______________________

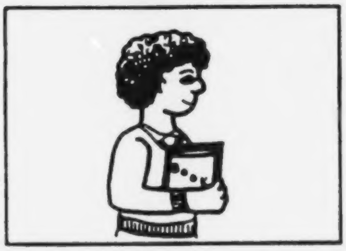
Date ______________________

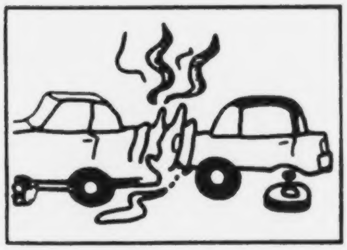
Find the Helpers

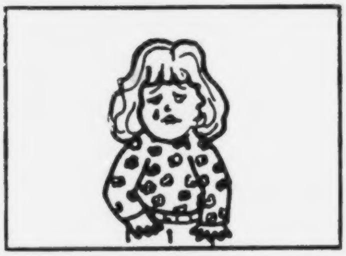
Draw a line from the problem to its helper.

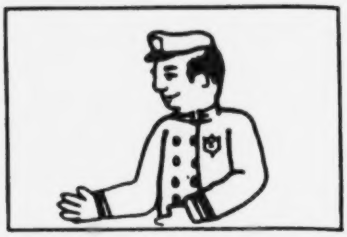


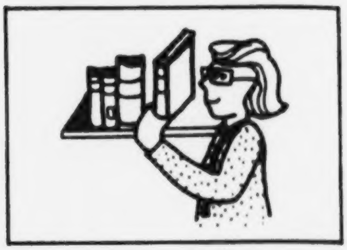


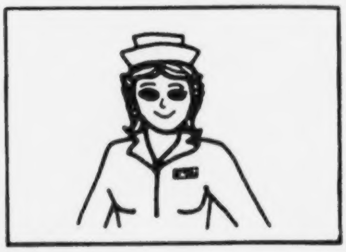


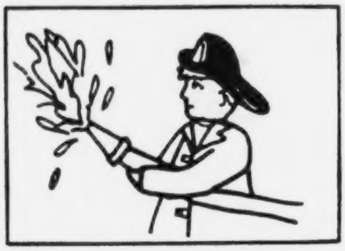


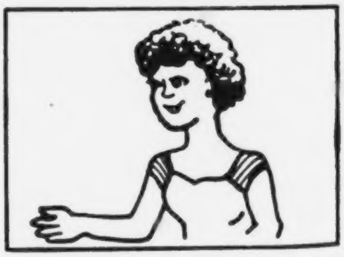












AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I KNOW HOW TO HANDLE MY PROBLEMS OR WHERE TO GET HELP.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: COPIES OF THE "PROBLEM PUPPETS" SHEET

"PROBLEM PUPPETS"

INTRODUCTION: Students need to know how to handle some of their own problems. This lesson will give young children an opportunity to talk about ways to solve problems.

PROCEDURE:

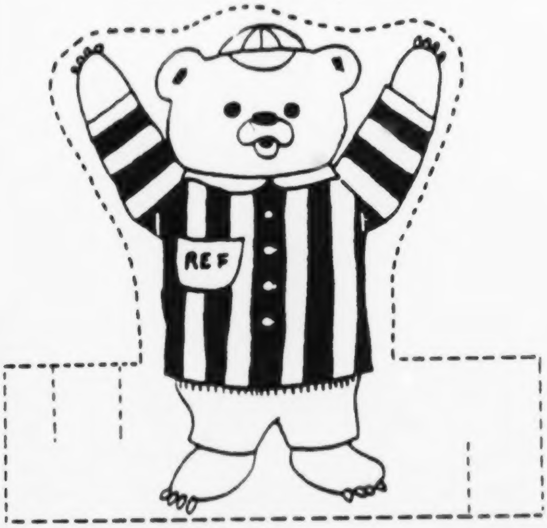
1. Ask students to give examples of problems they have. Depending on the age of the children, the leader may make a list on the chalkboard.
2. Distribute copies of the "Problem Puppets" activity sheet to each student. Instruct them to cut them out to make finger puppets.
3. Ask for volunteers to put on the finger puppets. One needs to be the referee. Act out the problem situations students gave in the first part of this lesson. The class can help by giving possible solutions to the problems.
4. Help the students to understand that they can find solutions themselves to handle their problems.

OBSERVATION NOTES

Be alert to students who have trouble solving problems given. These students may need individual help in developing problem-solving skills.

PROBLEM PUPPETS

Cut out these finger puppets on the dotted lines. Use five of the puppets to start pretend arguments. Maybe two of the puppets want to sit in the same chair. Or, three puppets are fighting about who can jump the highest. Use the referee puppet to help people see how to settle their arguments.



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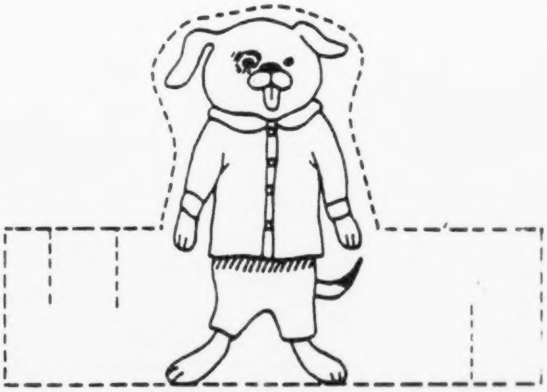
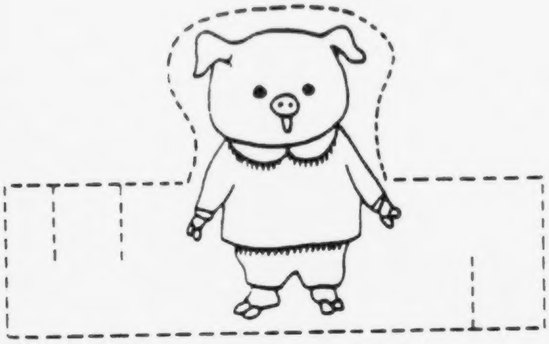
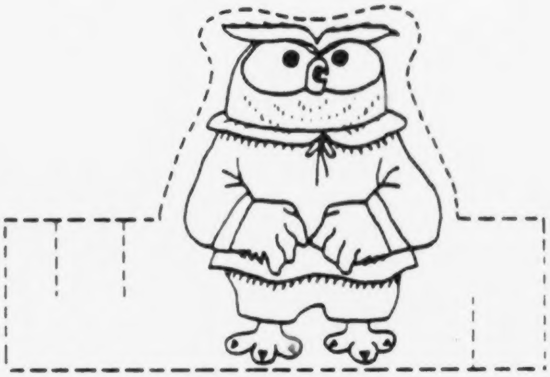
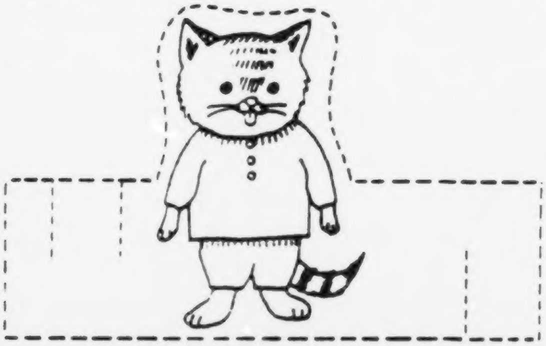
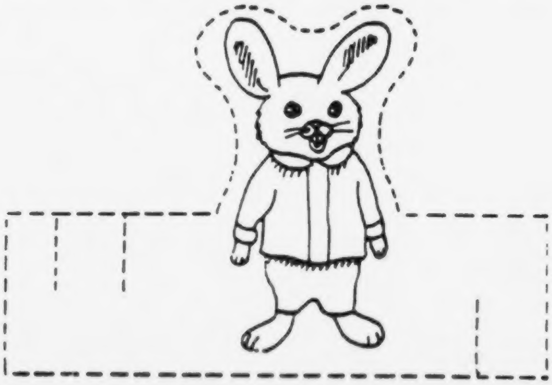










Area II- Category B- Competency 9

AREA:KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND MY STRENGTHS AND TALENTS.
TIME: 15-20 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: NONE

"THE GIVING CIRCLE"

INTRODUCTION: One of the skills developed by this activity is the ability to hear and accept good things that are said about oneself. This is valuable because students with low self-esteem often find accepting positive comments about themselves very difficult. Students will be encouraged to express complimentary statements about others in the group.

PROCEDURE:

1. Discuss or review the statement "Warm fuzzies make us feel good."
2. Recognize that compliments are warm fuzzies.
3. Use discussion questions about compliments such as:

   a) Who can tell me what a compliment is?
   b) How do you feel when someone gives you a compliment?
   c) What kind of compliments do you get at home? at school?

4. Teach the understanding that a compliment is a gift. Both giver and receiver get warm feelings. A compliment is given freely.
5. Model behavior of appropriate compliment giving and receiving. Discuss the possible responses to a compliment such as saying, "Thank You", or giving one in return.
6. Learn how to give honest compliments.

    a) I like the way you....
    b) It makes me feel good when....
    c) I like to be with you because....

7. Let students model the compliment exchange.
8. Divide the class into small groups. Each group forms a circle. Each child will have a turn in the middle of the "giving circle", receiving compliments from those in the rest of the circle. When the giving circle has completed the turn for the target student, another student will be given the opportunity to receive compliments. In returning to the circle, the target child, with covered eyes, has a quiet time to remember all the nice things said and to feel warm about them. The circle remains very quiet until the next target child comes to the center.
9. As a follow up, students may discuss how it felt to be the target child.

OBSERVATION NOTES:

Because the students may not be comfortable receiving compliments, the groups might become rowdy or giggly. Encourage the importance of quietly accepting the positive statements. The teacher may need to be prepared to compliment a target child about whom classmates do not have anything positive to say.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND MY STRENGTHS AND TALENTS.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: "I AM A STAR" WORKSHEET, POSTERBOARD STAR (ABOUT 20" WIDE), PENCILS, CRAYONS, MARKERS, AND MAGAZINE PICTURES OF MOVIE STARS

"I AM A STAR"

INTRODUCTION: This lesson will help children focus on their strengths and talents in order to feel better about themselves.

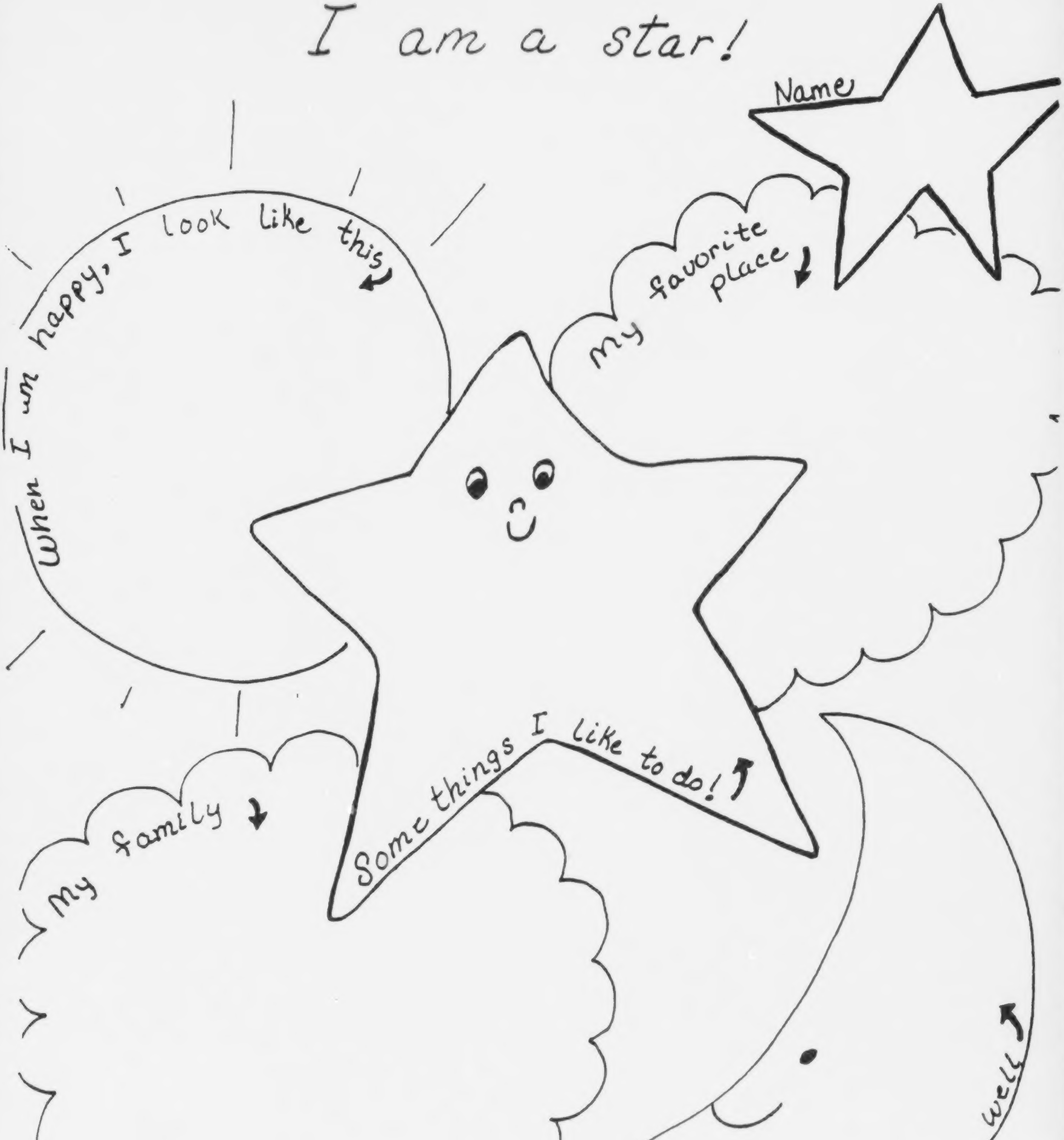
PROCEDURE:

1. Show the children the posterboard star. Ask them to describe a star's characteristics.
2. Show the children the pictures of famous "stars", and discuss what they have done to be called "stars".
3. Paste the pictures on one side of the star.
4. Talk about some of the things the children could do to make themselves "stars". (This could be subjects they are good at in school, sports they are good at, etc.)
5. Distribute the "I Am a Star" worksheet and ask the children to draw their answers.
6. Leave the large star with the class. Ask them to add more star's pictures on the one side, and on the other side let them sign their autographs when they have accomplished something special. Note on the star what it was that the child did.

OBSERVATION NOTES

The leader should watch for students who have trouble thinking of their special talents and strengths. Be prepared to help them recognize their special "star" qualities.

I am a star!


Name
When I am happy, I look like this
My favorite place
Some things I like to do!
My family
Some things I do well

Area II- Category B- Competency 9

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND MY STRENGTHS AND TALENTS.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: COLORED CONSTRUCTION PAPER, YARN, SCISSORS, PASTE AND COPY OF KITE FOR EACH STUDENT

"CAPABLE KITES"

INTRODUCTION: This lesson will help students feel better about themselves by focusing their attention on their strengths and talents in fun activities.

PROCEDURE:

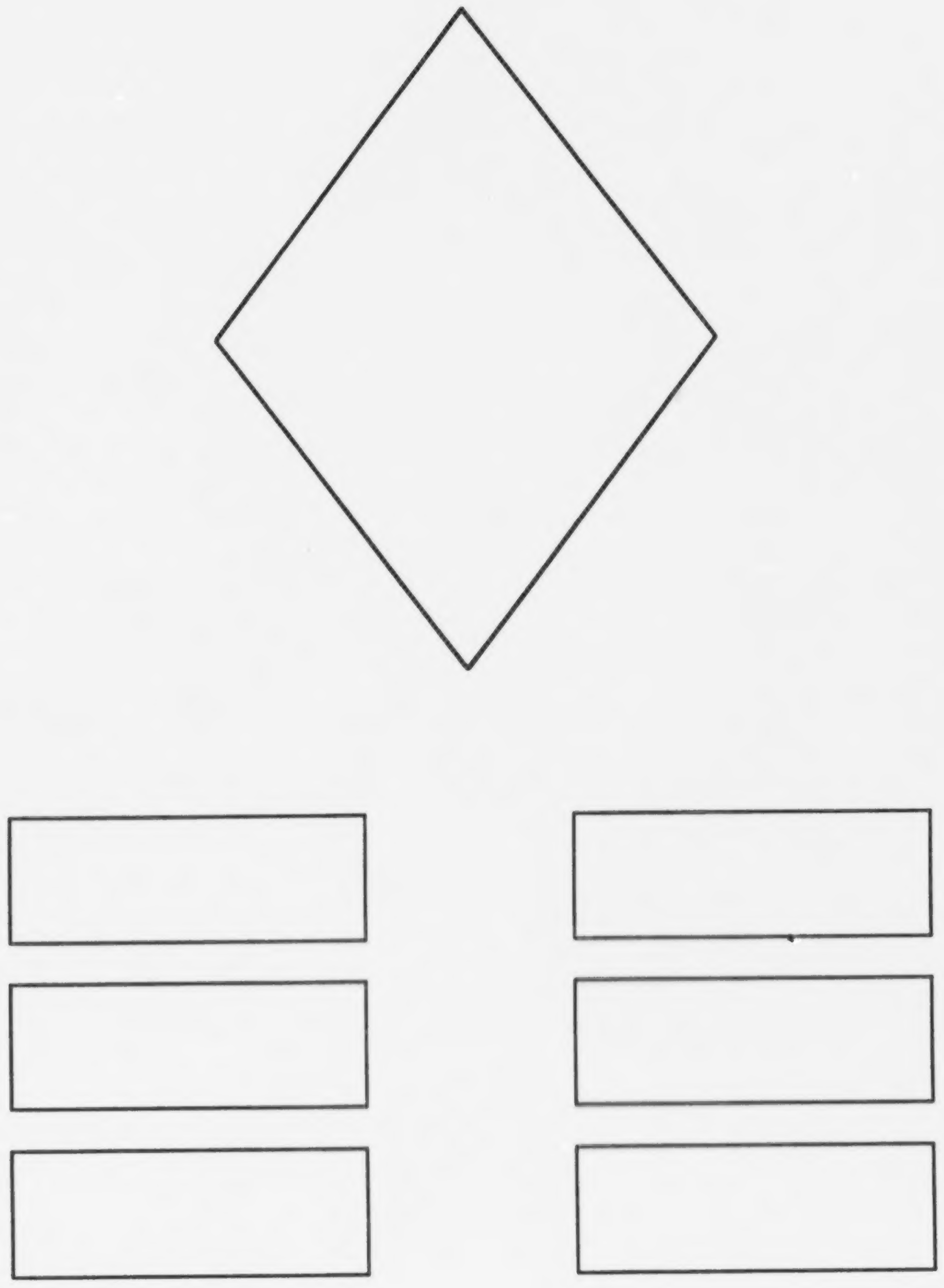
1. Lead a discussion with the students sharing some of their ideas on their strengths and talents.
2. Allow students to make their "Capable Kite" by writing their name on the kite and writing their own strengths and talents on the tail pieces.
3. They may draw their self-portrait on the other side of the kite if time permits.
4. Ask students to cut out their kites and tail pieces and paste to the yarn to make their "Capable Kite".
5. Allow students to show and share their kites or display them in the room.

OBSERVATION NOTES

Be prepared to give examples of ideas of strengths and talents for students who need them. These might include examples such as:

a) Being kind and friendly
b) Doing ten sit-ups
c) Being a fast runner

CAPABLE KITES



EP-93

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY:	I UNDERSTAND MY STRENGTHS AND TALENTS.	
TIME:	20-25 MINUTES	
GROUP SIZE:	CLASS	GRADE LEVEL: K-3
MATERIALS:	MIRROR (HAND OR WALL) AND "AWARD PICTURE" WORKSHEET	

"BEING SPECIAL"

INTRODUCTION: It is important that students be able to see the strengths and talents that they have, be comfortable with being complimented by others and be comfortable giving positive statements about their classmates.

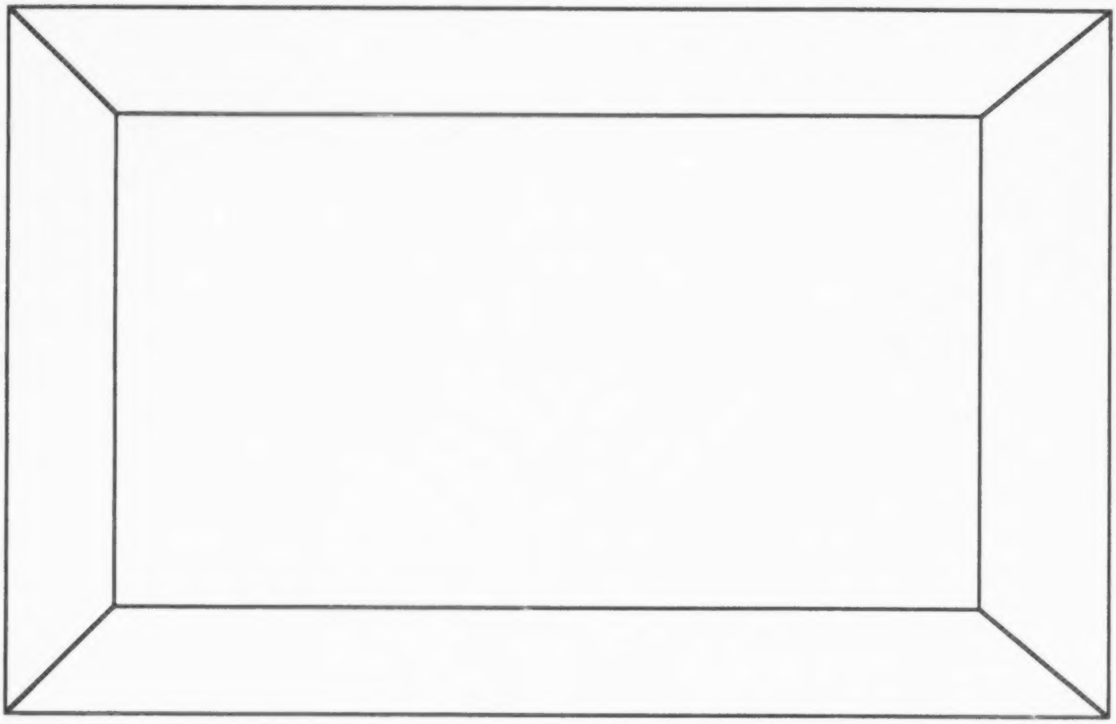
PROCEDURE:

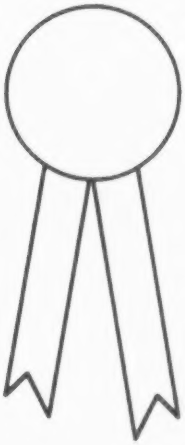
1. Play "pass the mirror" or "come to the mirror". The teacher models the activity by looking into the mirror and saying two positive things about himself or herself. She then passes the mirror to a student who can do the same, and the mirror keeps moving. If a student does not participate, other students could say the two positive things about that student.
2. Role-play "something I can do well". The leader models the activity by pantomiming an activity she does well. The students guess what she is doing and then they get a turn.
3. Ask the students to think of a positive quality or talent they have seen in another student that perhaps no one else has noticed. Rule: Each student may be mentioned only once.
4. Distribute the worksheet. Ask the students to color the ribbon and picture frame. They may draw their picture in the center, or the teacher may take polaroid pictures, use a school picture or have students bring in a photograph to paste in the frame. Either the student, another student or the teacher may decide what positive talent or quality to write on each child's ribbon. Use the ribbon and pictures on a bulletin board.

OBSERVATION NOTES

Be alert to students who cannot verbalize good things about themselves or others. See them individually or in small groups.

AWARD PICTURE





Color ribbon.
Cut out ribbon.
Paste on the side of
the frame.

EP-95

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND AND LIKE MYSELF.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-2
MATERIALS: BAG WITH WARM FUZZIES AND COLD PRICKLIES, "FUZZYLAND" STORY, "WARM FUZZIES" AND "COLD PRICKLIES" WORKSHEETS

"WARM FUZZY STORY"

INTRODUCTION: This lesson helps children understand the importance of saying positive comments to others and receiving compliments themselves.

PROCEDURE:

1. Tell the children you have brought a special bag with you today. There are several surprises inside.
2. Read or tell the "Fuzzyland" story.
3. When the warm fuzzies or cold pricklies are introduced, reach into the bag and pull one out.
4. Ask the children to share some examples of warm fuzzies and cold pricklies that they have experienced. (You may want to give examples first).
5. Allow some students to practice saying warm fuzzies to others.
6. Leave the class with two or three fuzzies. The teacher will give them to children who are demonstrating kindness. The children will pass them on to others who are kind to them. This could go on for several weeks, or for the whole year. (Some classes prefer to say that a fuzzy can only be passed on once a day and that it remains on the child's desk for the balance of the day.)
7. Pass out the "Warm Fuzzy" and "Cold Prickly" worksheets for the children to color and keep.

OBSERVATION NOTES:

Be alert to students who have difficulty saying and receiving positive comments. These students may need individual or small group assistance to feel comfortable with this.

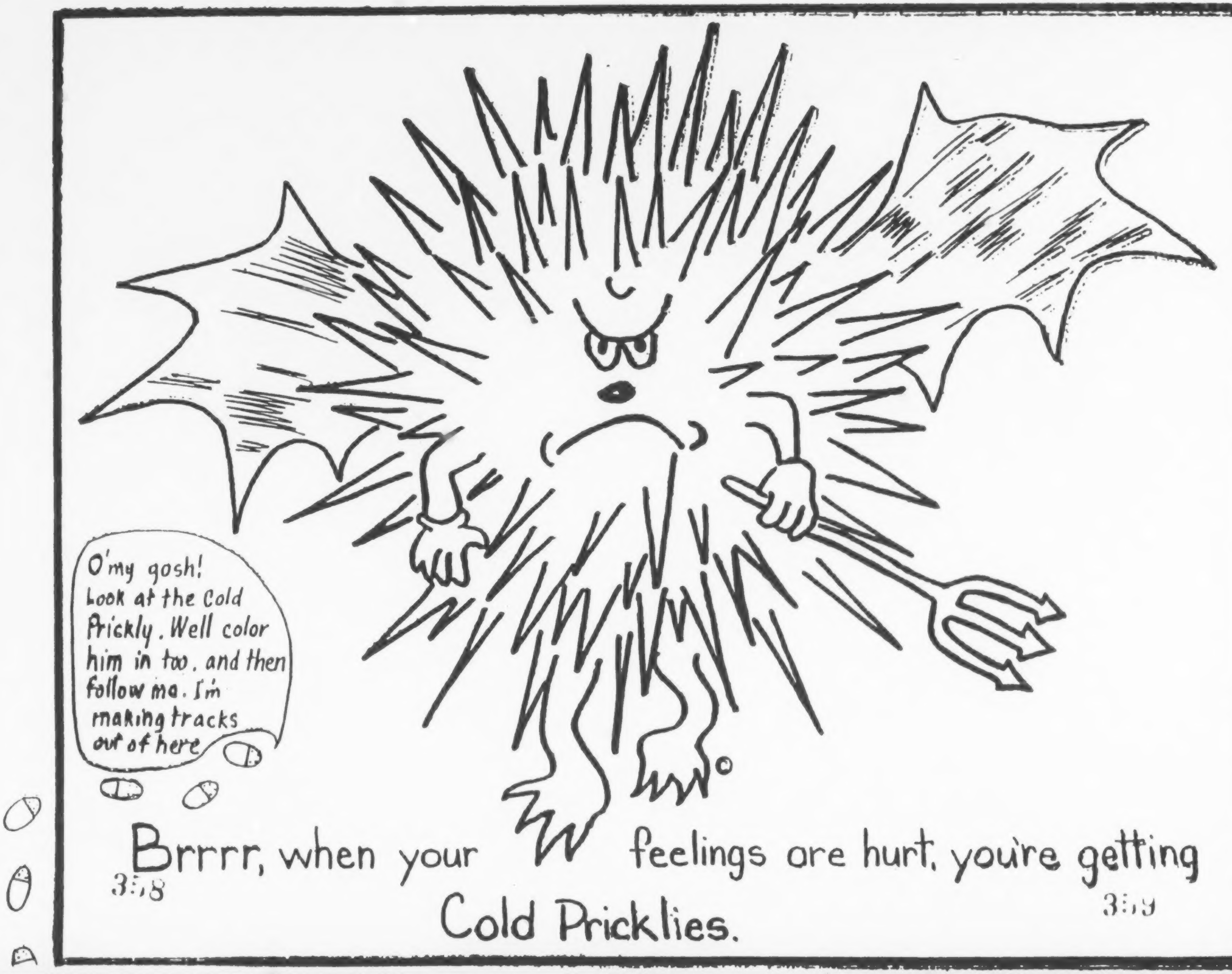
FUZZYLAND

Once upon a time, a long time ago and far from here, there was a placed called Fuzzyland. People were very happy in Fuzzyland because in those happy times everyone was given at birth a small soft, fuzzy bag. Any time a person reached into this bag he was able to pull out a Warm Fuzzy. Warm Fuzzies were very much in demand because whenever somebody was given a Warm Fuzzy, it made him feel warm and fuzzy all over. People who didn't get Warm Fuzzies regularly were in danger of developing a sickness which caused their backs to shrivel up, and sometimes they would die.

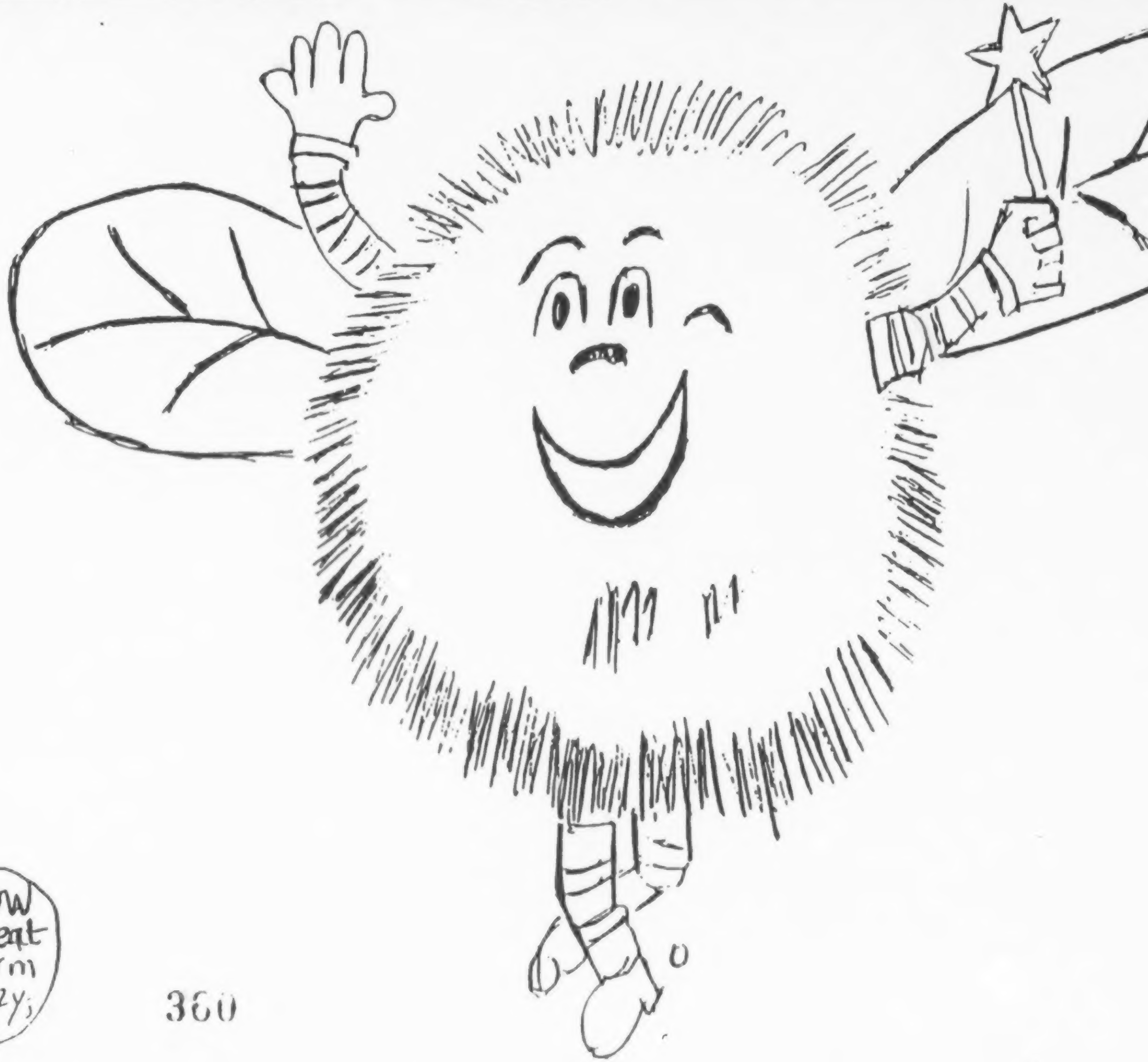
In those days it was very easy to get Warm Fuzzies. Anytime you wanted a Warm Fuzzy, all you had to do was walk up to someone and say, "I'd like to have a Warm Fuzzy, please." The person would then reach into his bag and pull out a Fuzzy the size of a little girl's hand. As soon as the Fuzzy saw the light of day, it would smile and blossom into a large, shaggy Warm Fuzzy. The person would then lay it on your shoulder or head or lap and it would snuggle up and melt against your skin and make you feel good all over. You could give yourself a Warm Fuzzy, but it always seemed to feel nicer if someone else gave you one. So, people were always asking each other for Warm Fuzzies, and since they were always freely given, getting enough of them was never a problem. There were always plenty to go around, and as a result, everyone was happy and felt warm and fuzzy most of the time.

One day a bad witch came to Fuzzyland. She became angry because no one was buying her potions and salves. The bad witch cast an evil magic spell on the people of Fuzzyland which made them believe that Warm Fuzzies were in limited supply and that eventually they would run out and there wouldn't be any left. Even though people found Warm Fuzzies every time they reached into their bags, they reached in less and less and became more and more stingy. The citizens of Fuzzyland began to notice the lack of Warm Fuzzies and newspapers carried stories about the Great Fuzzy Shortage. More and more people went to the witch to buy her potions and salves, even though they didn't seem to keep anyone's back from shriveling up.

The bad witch didn't really want people to die, so she devised a new scheme. She gave everyone a bag that was very similar to a Fuzzy Bag, except this one was cold, whereas the Fuzzy Bag was warm. Inside the bags that the witch gave people were Cold Pricklies. These Cold Pricklies did not make people feel warm and fuzzy, but made them feel cold and prickly instead. But they did prevent a person's back from shriveling up. From then on, people who were worried about running out of Warm Fuzzies would give away cold pricklies instead. Some people even began asking for Cold Pricklies, since that was all they were likely to get anyway. So although very few people were dying, a lot of people were still unhappy and feeling very cold and prickly.


O'my gosh! Look at the Cold Prickly. Well color him in too, and then follow me. I'm making tracks out of here

Brrrr, when your feelings are hurt, you're getting Cold Pricklies.



Wow Great warm fuzzy;

OK Coler BRIGADE Follow me

Color the Warm Fuzzy. Warm Fuzzies are warm feelings feelings of being OK and of. being loved.

Area II- Category B- Competency 10

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND AND LIKE MYSELF.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: STAMP PAD, MAGNIFYING GLASS, TYPING PAPER, MARKER AND "POEM" WORKSHEET

"I LIKE ME JUST THE WAY I AM"

INTRODUCTION: Each of us is special. Each of us has our own special identification. No two people are exactly alike? Even identical twins are a little different. But each of us is precious and valuable.

PROCEDURE:

1. Explain the ideas in the introduction to the class.
2 Set up the paper, stamp pad and marker on the table.
3. Ask the students to look at their fingerprints. Tell them we are going to see for ourselves how each of us has our own unique mark- our thumbprint!
4. Have students come to the table and put their thumbprint on paper. Write the student's name by his or her print. After all the students have their prints on paper, pass around the magnifying glass so they can see the differences more clearly.
5. Choral read the poem, "I Feel Just Right; with the class.

OBSERVATION NOTES

This activity needs to be closely supervised. The leader needs to have a supply of paper towels for cleaning fingers before returning to their seats.

POEM

I feel just right
I feel just right in the skin I wear,
There's no one like me anywhere.
I feel just right in the skin I wear,
There's no one like me anywhere.
No one sees the things I see.
Behind my eyes is only me.
And no one knows where my feelings begin.
There's only me inside my skin.
No one does what I can do.
I'll be me, and you'll be you!

EP-102

Area II- Category B- Competency 10

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND AND LIKE MYSELF.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: 1 12X18 SHEET OF MANILLA PAPER FOR EACH STUDENT

"I AM SPECIAL"

INTRODUCTION: Young children are not aware of how they appear to others. Emphasizing that appearance makes each of us unique and special, helps children develop a positive self concept.

PROCEDURE:

1. The counselor should lead a brief discussion on how everyone is different and special because of his or her appearance.
2. Tell the students they will be drawing portraits of themselves.
3. The counselor should demonstrate by taping a 12x18 sheet of manilla paper on the chalkboard and drawing a self portrait.
4. Draw a large oval for the head and select an appropriate color for the hair and eyes.
5. Draw the body and clothes similar to that worn.
6. Distribute paper to each student and allow time for drawing the portraits.
7. Allow students to show their pictures and point out any distinguishing features.
8. The portraits can be posted in the room for everyone to see or taken home to be shared with the family.

OBSERVATION NOTES

It is beneficial to each student for the counselor to identify other items about the student's picture. This gives the counselor an opportunity to make positive comments about each student.

Area II- Category B- Competency 10

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND AND LIKE MYSELF.
TIME: 20-30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 1-3
MATERIALS: "THE MOST SPECIAL THING IN THE WORLD" BOX (A BOX CONTAINING A MIRROR); "SOME IMPORTANT FACTS ABOUT ME" HANDOUT; CONSTRUCTION PAPER FOR BADGES

"THE MOST SPECIAL THING IN THE WORLD BOX"

INTRODUCTION: This activity helps students develop a positive self-image. Students proceed to do the worksheet titled, "Some Important Facts About Me" while the teacher/counselor shows the students the "Most Special Thing In The World" box. A discussion takes place helping students identify positive characteristics about themselves and others. Emphasis is placed on identifying only positive characteristics. Variations on this activity are included to further the development of the positive self-image of each student.

PROCEDURE:

1. Ask the class to sit in a large circle and display the "Most Special Thing in the World" box. Explain that the most special thing in the whole world is in this box. Encourage students to guess what is in it.
2. Distribute the worksheet to second and third grade students and ask the students to begin working on them. Discuss the worksheet with kindergarten students and first grade students. Walk around the circle and show each student the inside of the box (contains a mirror). Instruct the students not to tell anyone about what they see inside the box.

3. After showing the box to everyone, lead a classroom discussion with the following suggested questions:

    a) Were you surprised by what you saw inside the box? Why or why not?
    b) What did you see when you peeked inside the box? What were some of the characteristics that made you different from what others saw?
    c) How can each one of you be the most special person?
    d) Can you think of people who think you are special for being "you"?
    e) How does it make you feel to know you are "special"?

4. Proceed around the circle asking the group to tell why each person is special ("Why is Sally special?", "Why is George special?"). Identify and note special characteristics when students seem to have difficulty. Stress that only positive characteristics are allowed.
5. Point out that people who feel they are special, like themselves as well as other people, and, as a result do not take unnecessary risks with their lives. Conclude the activity by asking the students to make their own "I Am Special" badges. (Omit if students are not develpmentally able to make badges.)

OBSERVATION NOTES:

Many students may find it difficult to identify positive characteristics as opposed to negative ones. In order to reduce the risk of students blurting out innocent but damaging statements, you may wish to have the students practice thinking of examples of positive characteristics. Also, ask them to identify some negative characteristics you wish not to be shared. Make sure a positive characteristic is made about each student, and no one is left out.

SOME IMPORTANT FACTS ABOUT ME

NAME: ______________________________

AGE: _______

HEIGHT: __________

EYE COLOR: __________

HAIR COLOR: __________

WEIGHT: _______

BIRTHDATE: ____________

FAVORITE
FOODS: ______________________________

____

FAVORITE
COLOR(S): ______________________________

FAVORITE GAME: ______________________________
(SPORT)

PERSONALITY: ______________________________

____

WHAT "I" DO BEST:

MY **FAVORITE** THINGS...

Area II- Category F- Competency 13

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW THAT I CAN MAKE CHOICES.
TIME: 15-30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-2
MATERIALS: SMALL BALL OF CLAY FOR EACH MEMBER OF THE GROUP

"CLAY-THE ORIGINAL TRANSFORMER"

INTRODUCTION: This activity is especially appealing to children who might be shy about talking, tired of pencil and paper activities, or in need of a change of pace. This is a good opportunity to assess students' decision-making abilities in a low risk situation.

PROCEDURE:

1. The leader needs to establish three rules:

   a) keep the clay on your desk
   b) share with your neighbor quietly
   c) return the clay in a ball when the time is up

2. Distribute the clay. Be as unstructured as possible in your directions. The students are to make anything they like.
3. Enjoy the children and their creations or make something yourself.
4. At the end of the time allow students to publicly share their creations.
5. Pick up the clay.

OBSERVATION NOTES

Children may have a tendency to be noisy. Most children are relaxed with clay- some bang it, others make intricate figures. Some will have a difficult time doing anything with it. Be alert to those who have trouble making the decisions about what to do with the clay. Do not require any product. Students will check the "risk" before making a decision. It's okay to enjoy the clay.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW THAT I CAN MAKE CHOICES.
TIME: 5-15 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: A LIST OF "COMPARATIVES" AND PICTURES OF COMPARATIVES

"ANALYSIS- A FIXED CHOICE GAME"

INTRODUCTION: This is a good warm-up activity which will help students get better acquainted with themselves and others in the class. This game encourages self-revelation, choice selection, and best of all, no wrong answers.

PROCEDURE:

1. Before class begins, the leader makes up a list of comparatives for students to choose between.
2. The comparative game is as follows: "Are you more like (a)___________ or (b)__________?"
3. Children show their choices by standing with others who are like them.
4. While standing in the group they should turn to each other and tell why they are more like "A" than "B" or vice versa.
5. The leader gives another forced choice. The class moves and shares again.
6. Follow-up questions to the group might include: focusing on feelings about making decisions, the amount of risk in this game, or what they learned about themselves or others in the class.
7. The leader should be tolerant of reasons for choices. Also, the leader should allow a student to be with a group without knowing exactly why the student made that choice by hand voting. Movement can cause the class to relax and be noisy. If that will be a problem, the leader can keep students seated, and at the signal, students should indicate their choices. Discussion could be with a close neighbor or on a volunteer basis with the whole class.
8. For lower grade students (K-1) the leader would use pictures of comparatives and could discuss the qualities of the objects.

OBSERVATION NOTES

Students who can not easily approach classmates may be exhibiting shyness.

COMPARATIVES

Comparative list examples.

"Are you more like a _______________ or a ________________?"

a)....An apple or an onion?
b)....A VW or a cadilac?
c)....A daisy or a rose?
d)....A song or a shout?
e)....A laugh or a cry?
f)....A lion or a lamb?
g)....A train or a plane?
h)....An air conditioner or a fan?

The list can be adapted to help children discriminate or focus on future learning concepts as the leader desires.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW THAT I CAN MAKE CHOICES.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: NONE

"DECISION CONTINUUM"

INTRODUCTION: Good decision-making can lead to a healthier, happier life. This lesson will enable students to make better decisions through understanding that a decision involves making a choice between two or more things. Students will be given practice making decisions, understanding that they have choices, and appreciating that some decisions are more difficult to make than others.

PROCEDURE:

1. Explain to the students that a decision point occurs when they have to make a choice between two or more things.
2. Encourage students to think about the decisions they have had to make in a day. Begin by asking the students what decisions they made that morning when they woke up (what to have for breakfast, what to wear, where to sit on the bus). Ask if some decisions are made for them by others (such as parents).
3. Involve the students in an experiment by asking for five or six volunteers. Explain that the students will be given two choices, and after making their choice, they will go and stand in the corner of their choice. Have the students state the reasons for their choices. Possible choices are:

   a) McDonald's or Show Biz Pizza
   b) Six Flags or Zoo

c) Chocolate cake or jello pudding
d) Hot summer day or cold, snowy day

4. Explain to the students that none of the children were right or wrong in their choice. Emphasize that people make many decisions based on likes and dislikes, past experiences and beliefs.

OBSERVATION NOTES

To emphasize the variety of decisions available to the students, the leader may want to involve the students in role-playing situations. Students may suggest additional choices for the decision continuum.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO COME UP WITH MANY POSSIBLE CHOICES TO SETTLE A PROBLEM.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: NONE

"ALTERNATIVES"

INTRODUCTION: Students will learn that as they are making decisions there are different solutions to every problem. Students can learn the skills that will enable them to choose the appropriate decision.

PROCEDURE:

1. Stimulate a discussion about how a person decides what to do in a problem situation. Explain the idea of brainstorming to the students.
2. Ask for as many suggestions as possible in the following situations:

   a) Mother is sick, and you want to help out.
   b) You have finished your work way ahead of everyone else and must decide what to do.
   c) You want to be as healthy as possible.
   d) You are new in your class and want to be acknowledged and accepted.
   e) A shy classmate just came back to school after being home sick for two weeks. You want to make him or her feel welcome.
   f) The classroom is very noisy. You need quieter surroundings to get your work done.
   g) A classmate tells you you're too skinny.

3. Ask the students to present one of the following open ended stories with an ending:

   a) When Jan walked to school early in the morning, the sun was shining and warm. She didn't have to wear a coat or sweater. By the time school was over and she was getting ready to go home, the sun had gone behind the clouds. It was very windy and cold. Jan lived eight long blocks from school. What was she to do? After thinking about it she decided to . . .

b) Nathan was playing tag on the playground when he felt his shoe come untied. He quickly bent down to tie it. When he yanked one of the strings it broke off in his hand. He decided to . . .

c) Brett needed help on his math paper, but he remembered that Mr. Nguyen said not to interrupt him when he was teaching other children in the reading corner. Brett thought for a minute and then decided to . . .

d) Fred and his family were on a weekend camping trip. When they went to build the fire for cooking, no one could find any matches to start the wood burning. Fred had an idea: "Maybe we could . . ."

e) Martin had to get to the store before it closed to pick up the food Mom wanted to use for supper. It was pouring rain and he couldn't find the umbrella. Then he had an idea . . .

f) Cynthia made a mistake on the card she was making for her grandmother's birthday. She wanted it to be perfect, so she . . .

g) The first grade class just heard Miss Theon announce that the school playground was going to have to become a parking lot because there wasn't enough room for the cars on the street. They started talking to their teacher and came up with an idea . . .

4. Encourage all students to share their endings with the class.

OBSERVATION NOTES

Be aware of students who are unable to communicate to the group. These students may need help in learning how to become more involved with others.

Area II- Category F- Competency 14

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO COME UP WITH MANY POSSIBLE CHOICES TO SETTLE A PROBLEM.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 3
MATERIALS: WORKSHEET-"CHOICES"

"CHOICES"

INTRODUCTION: This lesson will give students practice in thinking of many possible choices to solve a problem.

PROCEDURE:

1. Discuss with the students why it is important to be able to name choices of how they can act in situations. Sometimes ideas may not work out well, but before deciding what will work best, we first need to be able to think of a lot of possible choices. Sometimes an idea that is not very good may help us think of an idea that is better.
2. Present situations such as the following and ask for as many suggestions as possible for each one:

   a) All of your friends were going swimming after school and they asked you to come along even though you had a bad cold. What would you do?
   b) If you had not finished your school work and your sister was watching a special television program, what would you do?
   c) Your friends were going skating after school, but you were supposed to shovel snow off the sidewalk. What would you do?
   d) Your mother is sick and you want to help out. What would you do?
   e) You are a new student in your class and want to be noticed. What would you do?

Encourage students to think of as many possible solutions or choices as possible.

3. Hand out the worksheet "Choices" and have the students write down their choices. This exercise will help students realize that they can and do make choices.
4. Encourage students to share their answers with the class.

OBSERVATION NOTES

Students may need to be encouraged to list as many choices as possible. Many times students will only give one or two choices and stop. The counselor may want to write several other situations for number two.

CHOICES

Name one thing you value the most, or something that you feel very proud of:

____

Name three people you would miss very much if they were not a part of your life:

____

If you had three wishes, what would they be?

____

If you could change anything about the world we live in, what would it be?

____

Area II- Category F- Competency 14

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO COME UP WITH MANY POSSIBLE CHOICES TO SETTLE A PROBLEM.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 3-4
MATERIALS: NONE

"CONSEQUENCES"

INTRODUCTION: Students always need to consider the "good" and "bad" consequences of each decision they make. By learning this aspect of the decision making process, a student will be able to make appropriate choices.

PROCEDURE:

1. Explain that many times something happens and we have to make a choice about what to do. The leader might say, "Sometimes deciding is hard. How do you know what to decide? For example, you are bringing a candy bar to school for your friend, Tom, as you promised yesterday you would do, and your other friend, Joe, sees it and asks you for it. How would you decide what to do? It might be easiest to give it to Joe right now; but, when you see Tom, how will you feel? You may say to yourself, "You should keep your promise. So you tell Joe you promised it to Tom, and you save it for him."
2. Discuss reasons for making smart choices.
3. Introduce two situations to the students. Encourage the students to evaluate each situation. Discuss several outcomes for the situations and the consequences of each.

    a) Your friend is visiting and while she is there you accidentally break your mother's lamp. Your friend goes home before your mother returns. When your mother returns, she asks how the lamp was broken. What do you say?
    b) Your friend Susan is telling you bad things about your other friend Cassandra. What do you say?

4. Request that each student discuss a decision they have had to make.

OBSERVATION NOTES

The leader needs to be aware of any student who seems to be confused about the decision making process. This student may need individual clarification.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO COME UP WITH MANY POSSIBLE CHOICES TO SETTLE A PROBLEM
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: TRANSPARENCY & HANDOUT I

"DECISIONS TO SOLVE MY PROBLEMS"

INTRODUCTION: Tell the students that we all have decisions to make. We can all help each other to find the best solution by discussing our problems with someone else.

PROCEDURE:

1. Write the following on the board and tell the students that to come to a decision we need to:

   a. Identify the problem
   b. Discuss solutions
   c. Discuss how the decision affects:
      1. Me
      2. Others

2. Read the following problem to the students:
   The primary grades were going on a field trip to the zoo. They were to leave school in the morning, eat lunch at the zoo and return to school in time to catch the bus to go home for the day. Each student was given a permission slip that had to be signed by their parent and returned to school in order for the student to be allowed to leave the school and go to the zoo.

   The permission slips were given out a week before the field trip and each day the teachers reminded the students to bring back their permission slips. The teachers would read the names of each student who had not turned in their permission slip each day.

The day of the field trip arrives and Michael has not turned in his permission slip signed by his parent. Michael is upset and says, "I took it home and gave it to my mother to sign, but she never gave it back to me."

3. Make an overhead transparency from Handout I to use with 2nd and 3rd grade students.

4. Go through Handout I asking the students the questions. Write the answers on the transparency.

5. If the class is having trouble coming up with answers to questions 3, 4, and 5, the following could be given:

Solutions:
a. Michael could ask the teacher if she could take verbal permission over the phone from a parent.
b. Michael could ask to call his mother to see if she could bring the permission slip to school.
c. Michael could take the blame for not bring back the permission slip and take the consequences without crying and/or complaining.

Effects on Michael:
a. Michael has nothing to lose. If the teacher can reach parent by phone and parent agrees, Michael gets to go on field trip.
b. Michael has nothing to lose. If his mother will bring his permission slip to school, he gets to go on the field trip.
c. Michael will not get to go on the field trip and will have to do school work.

Effects on others:
a. The teacher will be inconvienced. She will have to get someone to watch her class while she looks up Michael's mother or father's phone number, and calls them. The teacher may have to call a parent at work. Therefore, not only is the teacher inconvenienced, the parent is also.

b. The teacher will have to stop what she is doing to write Michael a pass to use the phone. The parent will have to stop whatever he or she is doing to bring the permission slip to school, thus the parent will be inconvenienced.

c. The teacher will have to gather material for Michael to work on while the class is on the field trip. Another classroom teacher needs to watch Michael. Two people will be inconvenienced because Michael forgot his permission slip.

OBSERVATION NOTES:

Encourage all of the students to offer suggestions. If time permits, try going through this process with another situation and encouraging more contributions from the students who did not offer much for the original one.

HANDOUT I

1. What is Michael's problem?

____

____

2. Who is responsible for Michael's problem?

____

____

3. What are some solutions to Michael's problem?

____

____

____

____

4. How will each of the solutions in number three affect Michael?

____

____

____

____

5. How will each solution in question number three affect others?

____

____

____

____

AREA: KNOWLEGDE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO LOOK AT MY DECISIONS AND CHANGE POOR ONES.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: NONE

"PREDICTING CONSEQUENCES"

INTRODUCTION: Helping students to realize that there are consequences for their actions will help them to think before acting. If they are encouraged to anticipate the consequence of their actions, they may be happier with their choices.

PROCEDURE:

1. Explain that consequences are the results of our actions. Emphasize to the students that if we anticipate the consequence of our actions, we will be happier with our choices.
2. Ask the students to list all the consequences they think will follow the decisions below. The students should label each consequence as "good" or "bad."

   a) Your family decided not to have a telephone
   b) The grocery store owner in your neighborhood decided to close the store
   c) The firefighters decided not to come to a fire
   d) The teachers decided to stop teaching
   e) The children decided not to come to school anymore
   f) Gas stations decided not to sell gas anymore
   g) The children in your class decided to leave all of their supplies out instead of putting them away
   h) The city decided to make a new park in the neighborhood near your house

3. Encourage the children to think of as many consequences as possible to each situation listed above.

OBSERVATION NOTES

In order to generate discussion from the students, the counselor may want to encourage student participation by stating possible alternatives to each situation.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO LOOK AT MY DECISIONS AND CHANGE POOR ONES.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: PAPER, CRAYONS, PENCILS

"MISTAKES"

INTRODUCTION: Students need to learn from their mistakes. This lesson will give students the opportunity to evaluate decisions and make changes when necessary.

PROCEDURE:

1. Lead a discussion with the following comments:

    a) Tell the class about a mistake you have made and how it felt. Explain how it may have made you afraid of making a mistake in a similar situation later on.
    b) Ask the class if any of them have made mistakes that were hard to forget. "What was it? How did they feel? Is it okay for us to make mistakes? Can we learn from our mistakes?"
    c) Explain that mistakes are an important part of our lives. For example, a baby will learn what "hot" really is if he tries to touch a flame. Or maybe students have learned to be very good at something because they have made mistakes. Give the example of putting together models and learning that it is a mistake to try to hurry, not letting the glue dry properly or trying to force the parts together.
    d) Stress that mistakes can help us to learn to do something better. When we make a mistake, we should remember that no one is perfect, and we don't have to be perfect. We should try our best, but remember that everybody makes mistakes.

e) Discuss comments: "Do you know anyone who has never made a mistake? Can mistakes be good? Funny? Have you ever made a mistake and been called 'stupid' for it?"

f) Sometimes people call us "stupid", and maybe we believe them, but really it was what we DID that was stupid. That doesn't mean that we are stupid. For example, if you are carrying a tray of food and you drop it, it doesn't mean you are a clumsy person, just that you made a mistake and what you did was clumsy. If you go on a picnic and forget to bring the paper plates, your friends might call you irresponsible or dumb, but it isn't _you_ that is irresponsible, it's what you did.

g) Using experiences from the children, reinforce that making mistakes doesn't make you a bad person.

h) Have you ever made a mistake and hated yourself for it? Why do we do that to ourselves? It is important to forgive ourselves. It takes courage to admit that you made a mistake, and people respect someone who will take that risk.

2. Tell the class that when someone makes a decision and the consequences show them that they made a mistake, it is important to be able to evaluate their decision and make changes so they will not make the same mistake again.
3. Depending upon the age of the children, ask students to discuss about a time when they made a decision that turned out to be a mistake. Ask them to be prepared to tell what changes they would make so as not to make the same mistake again.
4. Allow students to share their statements with the class. Let them tell what they would change to correct their mistakes.

OBSERVATION NOTES

The counselor should watch for students who are unable to express changes that need to be made in their decisions. They may need individual help with decision making skills.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY:	I KNOW HOW TO ACCEPT RESPONSIBILITY FOR MY DECISIONS.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	2-3
MATERIALS:	NONE		

"STICK TO IT"

INTRODUCTION: This lesson will require students to make choices and then deal with persuasion to change their choices.

PROCEDURE:

1. Choose five or six students to stand in front of the room.
2. Designate one corner as "McDonalds" and another corner as "Pizza Hut".
3. Ask students to move to the corner of their choice.
4. Choose a student to talk to the students in the McDonalds corner trying to persuade them to change their minds.
5. Choose a student to talk to the students in the Pizza Hut corner trying to persuade them to change their minds.
6. Process by asking the students in the corners why they made their first choice and why they did or did not change their minds.
7. If they did change their minds, ask what things they could have done to keep their original choice in the face of persuasion to change.
8. Ask how persuasion affects their choices in other things and how to avoid being persuaded when they have made a good choice which they want to keep.
9. If time permits, set up another choice situation and repeat the process with other students.

OBSERVATION NOTES

Be aware of students who are too easily persuaded and follow up with sessions for improving their self-esteem.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO ACCEPT RESPONSIBILITY FOR MY DECISIONS.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: LIST OF "YOU DECIDE" SITUATIONS FOR THE LEADER

"YOU DECIDE"

INTRODUCTION: This lesson might follow an introductory lesson on the basic steps involved in making a decision.

PROCEDURE:

1. Explain to the class that they are going to play a game today called "You Decide".
2. Divide the class into two groups. Choose one child from each group to take turns with the "You Decide" situations and play the game.
3. One child will make a decision for the situation read by the counselor. The other child will try to talk the child into changing his or her decision. Allow a brief period of time for a give and take discussion between the children. Ask the student the reasons for the decision chosen and how he or she felt about the other child trying to get him or her to change.
4. The leader could have the class vote on which student they felt did the best job in the game and award a point to his or her group. By assigning points one group would "win" the game.
5. Change children after each situation and do as many as time permits.

OBSERVATION NOTES

Be alert to students who have trouble expressing themselves in the game situation. These students may need assistance from the counselor in order to participate.

YOU DECIDE

1. Give a small candy bar to one student. Instruct that student to pretend they are a stranger and try to get the other child to take the candy.

2. One student will ask the other to steal something in the class.

3. One student wants to copy another student's paper at school.

4. One student is mad at someone else in the class. They want their friend to be mad, too, and hit the child.

5. One student asks another for their snack/lunch at school. If the second one gives it to them, they will be left with nothing to eat.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO ACCEPT RESPONSIBILITY FOR MY DECISIONS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: NONE

"RECOGNIZING GOALS AND RESPONSIBILITIES"

INTRODUCTION: Students need to be able to recognize that they have goals and responsibilities every day that they must meet, the importance of these goals, and that the goals or responsibilities have value to them and to others. Terms to define are "goals" and "responsibility".

PROCEDURE:

1. Define the term "responsibility" and elicit responses to be sure students understand the meaning of the term.
2. Define the term "goals" and elicit responses to be sure students understand the meaning of this term also.
3. Discuss some "goals" children have at school- such as good grades, good behavior, winning awards- and at home- such as cleaning rooms, taking care of pets.
4. Discuss how children are responsible for achieving those goals and what students can do to reach their goals.
5. Discuss the value of these goals to students, parents or teachers.
6. Ask the students to share their answers and state the value of their goals to others or themselves.

OBSERVATION NOTES

Note the students who have difficulty with the concept of stating goals or responsibilities. These students may benefit from a conference or telephone call with parents to set up a plan to strengthen these areas.

Area II- Category F- Competency 16

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO ACCEPT RESPONSIBILITY FOR MY DECISIONS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 3
MATERIALS: WORKSHEET-"JOHN'S STORY" REFERENCE: AMERICAN GUIDANCE SERVICE

"I GET RESULTS"

INTRODUCTION: In reviewing the decision making process, a student will need to learn about predicting consequences. If a student can learn how to make "good" decisions and accept the consequences of their decisions they will be much happier with the outcome.

PROCEDURE:

1. Explain that consequences are what happens after we do something. If we can make a good guess about consequences before we decide what we are going to do, we will be happier with our choices.
2. In the following situations ask the class to list all the consequences they can think of to each decision. Label each consequence as "good" or "bad."

    a) Your family decided not to have a telephone.
    b) The grocery store owner in your neighborhood decided to close the store.
    c) The firefighters decided not to come to a fire.
    d) The teachers decided to stop teaching.
    e) The children decided not to come to school anymore.
    f) Gas stations decided not to sell anymore gas.
    g) The children in your class decided to leave all their supplies out instead of putting them away.
    h) The city decided to make a new park in the neighborhood near your house.

3. Read "John's Story" to the class. Ask each individual to write the end to the story. Encourage each student to draw a picture with the story.
4. Construct a bulletin board with the story on top and all of the endings at the bottom.

OBSERVATION NOTES

The leader should be aware of students who are unable to make decisions. These students may need small group or individual work in this area.

JOHN'S STORY

John could hear his mother and father talking about the trip. Father was saying, "Dorothy, I don't think that we should try to take the children along. They would have just as much fun staying at Grandmother's house, and if they go with us, you will be so busy taking care of them that you won't enjoy the trip."

"It does take a lot of time, watching two youngsters," said Mother, "but I would like for the children to see some of the special things in the city, like the zoo and the amusement park."

"Whenever we are getting ready to go anyplace," said Father, "it takes twice as much time for us to get ready because the children have to be dressed. Let's leave them at Grandmother's for this trip."

"There are still two weeks before time to leave," said Mother. "Let's think about it a little longer. We can wait awhile to decide."

John walked outside. He sat on his tricycle and thought about what Mother and Father had been saying.

"Hi, John," said Gary. "What are you doing?"

John looked around to see his friend climbing over the fence. "Hi, Gary. I was just thinking about something. My Mom and Dad are going to leave Judy and me with Grandmother because we don't dress ourselves."

"But what's wrong?" asked Gary. "I thought you liked to go to your grandmother's house."

"I do. But not when everybody else is going to the city. I want to see the zoo."

"Well," said Gary. "It sounds like there is just one thing for you to do--learn to dress yourself."

"Oh, I already know how. But Mom always does it so much better than I can," argued John.

"Okay, it's up to you," said Gary. "You can either start dressing yourself or stay at your grandmother's."

The next morning Mother was busy as usual, trying to get breakfast ready and dress herself and two children. First, she dressed little Judy. Then she went to find John.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO ACCEPT RESPONSIBILITY FOR MY DECISIONS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-1
MATERIALS: "THE LITTLE ENGINE THAT COULD" BOOK

"SURPRISE YOURSELF, BELIEVE AND TRY"

INTRODUCTION: Read to the class a copy of the story "The Little Engine That Could".

PROCEDURE:

1. Discuss the story. Ask the children to talk about their favorite parts of the story.
2. Ask them to think about hard jobs that are asked of them.
3. Request that children who have accomplished a hard task share about it.
4. Distribute paper to the students. On one side, direct the students to draw something very hard for them.
5. Then, saying, "I think I can, I think I can", on the other side ask them to draw themselves accomplishing it. Label the first side I THINK I CAN and the second side, I THOUGH I COULD.

OBSERVATION NOTES

Be aware of students who are reluctant to do the paper or are unrealistic about the incident they choose to illustrate. They may need some individual sessions dealing with self-esteem.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO MAKE AND KEEP FRIENDS.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: FIVE CARTOON CHARACTER PICTURE SHEETS

"FRIENDLY OR UNFRIENDLY FOLKS"

INTRODUCTION: Children need to know how to make friends and how to be a good friend. This lesson introduces positive and negative traits that affect friendships.

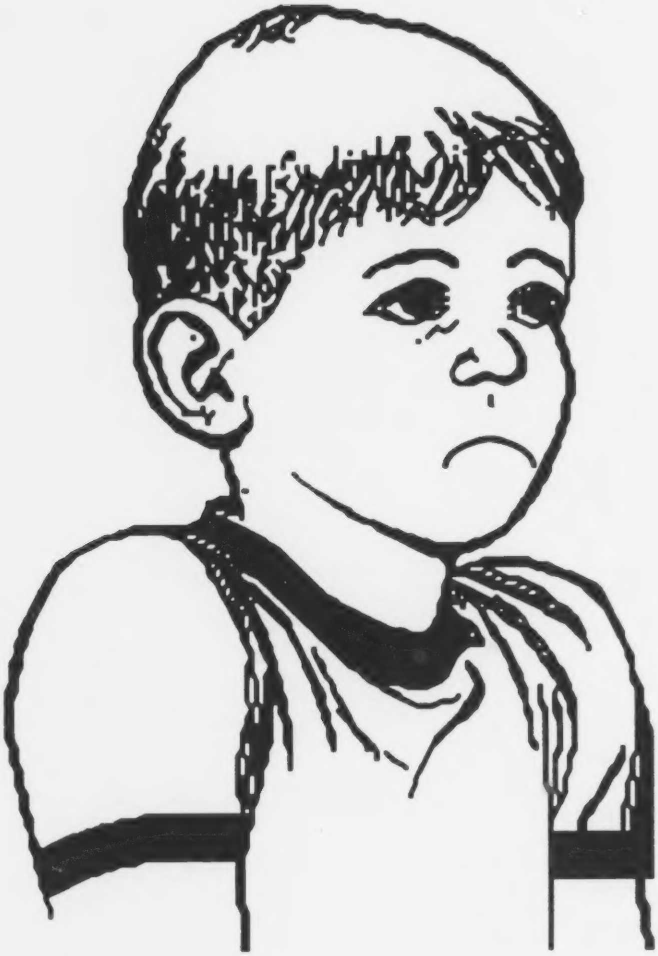
PROCEDURE:

1. Display and discuss, one at a time, each of the five characters. Ask what each might say if you tried to start a conversation by saying, "Hello, what are you doing today?"
2. Tell the children that we are going to role-play with these characters. The counselor may want to demonstrate the first one. Ask a child to join you in front of the class. If the child asks you, "Do you want to play?" If you are being "Negative Ned" you reply, "No, I never want to play!" Continue the role-play in this manner.
3. Have two children role-play together. The one portraying a character could come up and draw a character out of the stack. In this way it would be a surprise to the class, and they could guess which character the child is pretending to be.
4. Wrap up the session by asking the children to tell which of these characters they think have more friends. Why?
5. Tell them to watch for these characters in themselves this week.

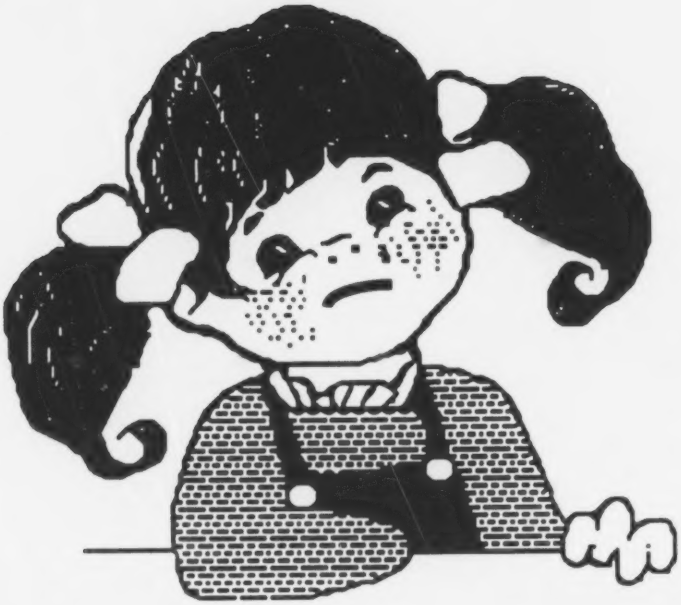
OBSERVATION NOTES

Be alert for students who have trouble identifying which characters would have more friends.

NEGATIVE NED

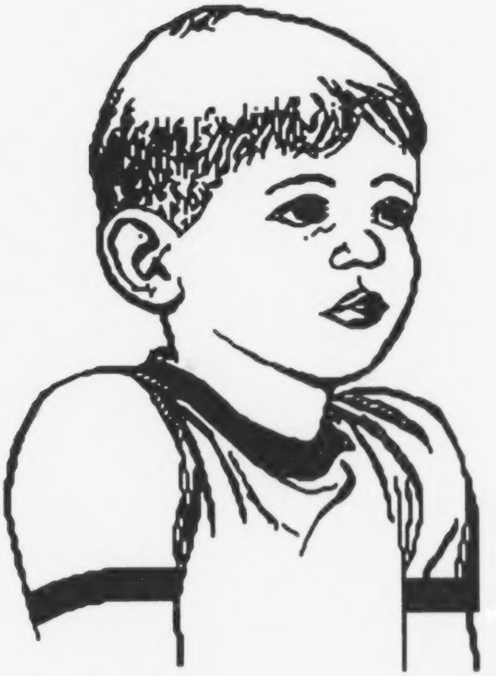


STUBBORN SUE

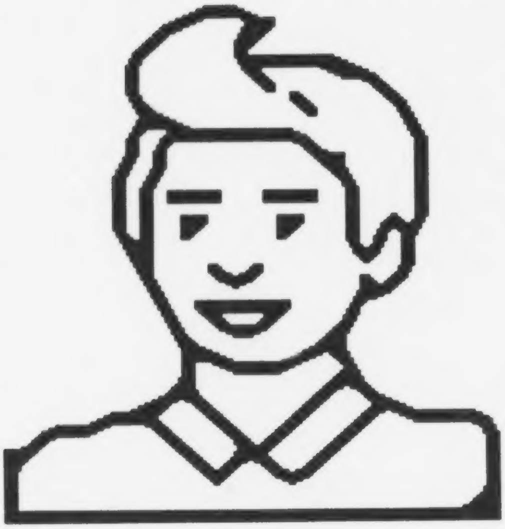


POSITIVE PAULA

SHY SHAWN



FRIENDLY FRED



AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO MAKE AND KEEP FRIENDS.
TIME: 2-25 MINUTE SESSIONS (1 WEEK APART)
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: SLIPS OF PAPER WITH A CHILD'S NAME ON EACH ONE

"SECRET FRIENDS"

INTRODUCTION: Many people enjoy taking part in "Secret Pal" activities. This lesson gives children the opportunity to have a "Secret Friend" for the week and be especially nice to that person.

PROCEDURE:

1. Brainstorm all the things friends might do or say to each other that would be nice but wouldn't cost anything.
2. Let children take turns role-playing nice things they could say to each other to make and keep friends.
3. Tell the children they are going to take part in a "Secret Friend" week. Explain they are to do and say nice things to their "Secret Friend" all week. They must keep the name secret.
4. Each child will draw the name of another child in the room. During the week, he will be this person's "secret friend". Stress they should keep the names secret.
5. You might provide a mailbox in the room where nice notes could be mailed to secret friends and appoint a mailman to deliver them.
6. At the end of the one week period, children will take turns identifying who they think was their "secret friend" and tell what led them to think this. Ask the children to share their feelings regarding the "Secret Friend" week.

OBSERVATION NOTES

The children should not give their "secret friends" gifts. They should just do and say nice things to them.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO MAKE AND KEEP FRIENDS.
TIME: 30-40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 1-3
MATERIALS: NONE

"BEING FRIEND-WORTHY"

INTRODUCTION: Students need to be aware of how important friends are, whether the friend is a family member or a person at school. They need to be aware that their actions towards someone have a great deal to do with the way they are treated by others. It is also important for students to realize the good feeling they get when they get along well with others. Students must also realize that getting along with someone requires good manners and the art of compromise.

PROCEDURE:

1. Ask the students to give examples of "good manners" towards a friend.
2. Ask the students to name a friend in the class and why they like that person.
3. Ask the students to give examples of "good manners."
4. Ask the students to share how they have helped a friend and how they felt inside after helping that friend.
5. Ask the students to share some "good manners" they displayed toward someone and how that person felt towards the individual.
6. Ask the students the question, "Who benefits from good manners?" "Why is sharing an important part of good manners?" "Why should they ask before using something that belongs to someone else?" "Why is taking turns an important part of good manners?"
7. Ask the students to sit in a circle and tell the person to their right what they like about that person. Ask the student who was told a positive statement how they feel about the person who said it.

OBSERVATION NOTES

Be aware of any student who does not participate in the class discussion. This student might have such a low self-esteem that he/she may feel that they do not have or deserve any friends. Be aware of any student who cannot think of anything nice to tell someone during the activity. This might mean that the person is sad and angry and cannot see any positive traits in anyone. Be aware of any student who cannot sit in a circle without bothering his/her neighbor. This student might have trouble making friends because of poor manners. Follow up with the student in individual counseling to go over how his/her poor behavior discourages friendships with others.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO MAKE AND KEEP FRIENDS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 1-2
MATERIALS: WORKSHEET "A GOOD FRIEND"

"MAKING A GOOD FRIEND"

INTRODUCTION: Students need to know the good characteristics that make a good friend. This knowledge seems instinctive for some but needs to be taught to others.

PROCEDURE:

1. Have the class discuss important qualities needed in a friend. List their ideas on the chalkboard.
2. Distribute the activity sheet "A Good Friend".
3. Discuss the qualities listed on the top of the sheet. On the bottom half of the sheet ask the students to draw a picture of what a good friend does for them.
4. After they have completed the activity sheet, let them share their picture interpretation with the entire class.

OBSERVATION NOTES

Watch for students having difficulty doing the activity sheet. Work with them individually or in a group.

A GOOD FRIEND

A Good Friend...

_____tells the truth.

_____keeps a secret.

_____takes time to listen.

_____can disagree with what I think.

_____can have other friends besides myself.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY:	I KNOW HOW TO MAKE AND KEEP FRIENDS.	
TIME:	30 MINUTES	
GROUP SIZE:	CLASS	GRADE LEVEL: 3
MATERIALS:	WORKSHEET "ADVERTISING FOR A FRIEND"	

"WHAT MAKES A GOOD FRIEND?"

INTRODUCTION: Students need to know the characteristics that make a good friend. For some this knowledge seems instinctive, but others need to be taught these qualities.

PROCEDURE:

1. Ask the class to discuss the important qualities needed in a friend. List their ideas on the chalkboard. (Some of these ideas might include: the ability to keep a secret, liking to do the same thing you do, standing up for you, being interested in you, cheerful most of the time, being willing to help you out.)
2. Distribute the activity sheet "Advertising For A Friend".
3. After the students have completed the activity sheet, allow them to share their ads with the class.

OBSERVATION NOTES

Watch for students having difficulty doing the activity sheet. Work with them individually or in a group.

ADVERTISING FOR A FRIEND

Write a newspaper ad for a friend. List the important qualities needed in a friend.

WANTED: ONE GOOD FRIEND!

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND THAT ALL PEOPLE ARE NOT ALIKE.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: RED AND GREEN CRAYONS, RED CONSTRUCTION PAPER, "PICKING QUALITY APPLE" WORKSHEET, TACK-BOARD

"QUALITY APPLES"

INTRODUCTION: This lesson will help children to understand that although many people have some of the same good qualities, they are not alike.

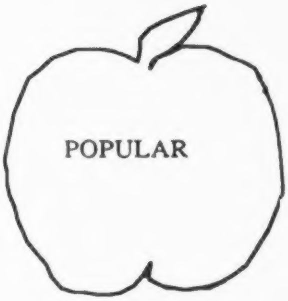
PROCEDURE:

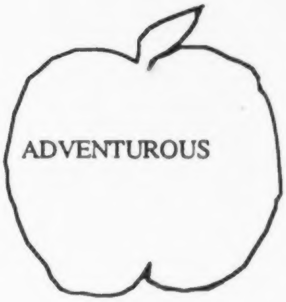
1. Draw apple shapes on the red construction paper and cut them out. Write a good personal quality on each apple.
2. Display the construction paper apples one at a time on a tack-board.
3. Discuss and/or role play these characteristics.
4. When each has been discussed, give the children their "apple" sheets. Ask them to color the qualities they personally have in red. If that quality has not "ripened" for them, they should color them green.
5. Ask the children to share their worksheets. Point out that although the sheets are not exactly the same, there are similarities.
6. Discuss as time permits.

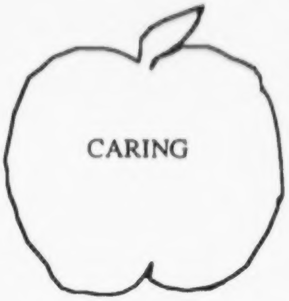
OBSERVATION NOTES

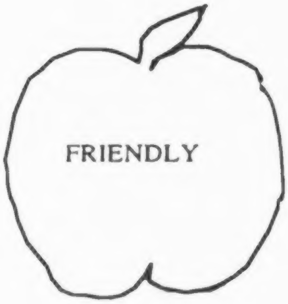
Be alert for students who want to color all the apples as qualities they have. They may need to be encouraged to be realistic. Other qualities could be put on the apples if the leader wishes to change some for the group.

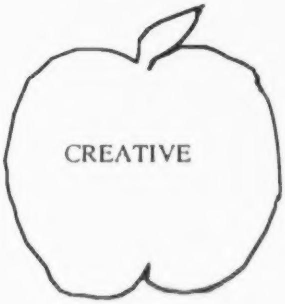
PICKING QUALITY APPLES

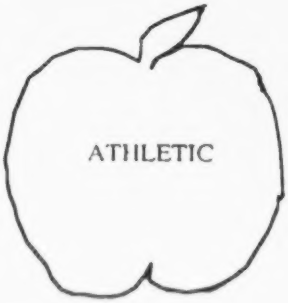


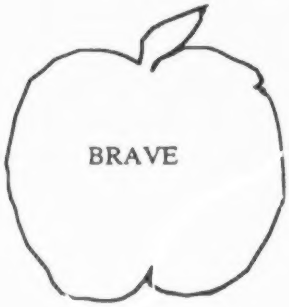

ADVENTUROUS

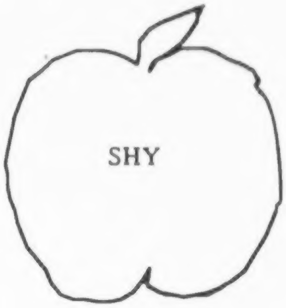


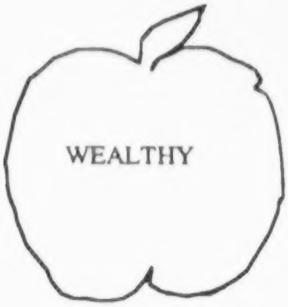


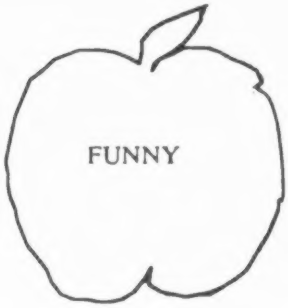


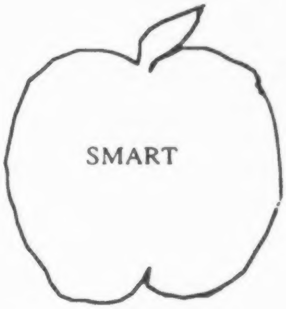


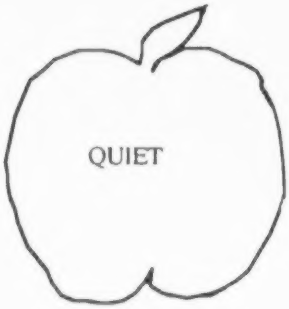












AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY:	I UNDERSTAND THAT ALL PEOPLE ARE NOT ALIKE.
TIME:	30 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS:	ONE CHAIR FOR THE "HOT SEAT"

"HOT SEAT"

INTRODUCTION: This lesson helps children to feel better about themselves and others as they see in a positive way that all people are not alike.

PROCEDURE:

1. Instruct the students to form a circle either sitting in chairs or on the floor.
2. Ask each student to say something nice about the student sitting on the right. Start with outward appearances since they are easier. Example-"John looks great in that shirt."
3. The second time around the circle, reverse to the left. This time the students should say something positive about that person's personality. Example-"Jane is polite."
4. After everyone has had the opportunity to say something, ask for a volunteer to sit in the middle of the circle in the "Hot Seat". Each person says something positive about the student in the "Hot Seat".
5. Have as many children take turns sitting in the "Hot Seat" as time permits.

OBSERVATION NOTES

The leader may want to discuss or list several examples of positive comments that could be made to avoid many of the children making the same comment such as "Sue is nice." Have the students try to focus specifically on what they have observed or heard.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY:	I UNDERSTAND THAT ALL PEOPLE ARE NOT ALIKE.
TIME:	30 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS:	WORKSHEET - "MY BODY TALKING", PENCILS

"I AM ME"

INTRODUCTION: Students need to develop the ability to accept differences in themselves and others. A school picture of themselves helps them to see the ways they are alike and different.

PROCEDURE:

1. Display school pictures on the bulletin board.
2. Brainstorm and list on the board physical likenesses and differences between students. (It may help to demonstrate with student volunteers.)
3. Distribute "My Body Talking" worksheet. After the students have completed the worksheet, divide the group into pairs. Ask each member of the pair to compare their answers on the worksheet.

OBSERVATION NOTES

Be aware of any students whose picture and comments indicate a poor self-image. They may need individual counseling to improve self-esteem.

MY BODY TALKING

1. My head likes to think about______________________________ .

2. My hands like to________________________ .

3. My stomach likes to eat__________________________ .

4. My mouth smiles when I___________________________ .

5. My ears like to hear________________________ .

6. My eyes like to look at_________________________ .

7. A favorite place my feet like to go is______________________ .

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY:	I UNDERSTAND THAT ALL PEOPLE ARE NOT ALIKE.		
TIME:	30 MINUTES		
GROUP SIZE:	SMALL GROUP OR CLASS	GRADE LEVEL:	3
MATERIALS:	WORKSHEETS: "MY FAVORITE THINGS QUESTIONNAIRE" AND "MY FAVORITE THINGS"		

"MY FAVORITE THINGS"

INTRODUCTION: Students need to understand that all people are not alike. This lesson gives them the opportunity to share their differences in a positive way.

PROCEDURE:

1. Hand out copies of the "My Favorite Things Questionnaire" and "My Favorite Things" worksheet to each student.
2. Allow the students to write their favorite things in the space provided on their sheet.
3. Ask the students to share their answers with the class. Encourage them to see how they are alike and different from their classmates.

OBSERVATION NOTES

Be alert to students who have difficulty responding to some items. They may need individual help to determine their favorites.

MY FAVORITE THINGS QUESTIONNAIRE

1. Favorite subject in school (recess and lunch excluded, but P.E., Art, or Music included)
2. Favorite activity at recess (inside or outside)
3. Favorite TV Program
4. Favorite Movie
5. Favorite Sport/Recreaction Activity (wide open here, might be the same as #2 above)
6. Favorite kind of music
7. One of the following three:
   a. favorite song
   b. favorite group
   c. favorite individual singer
8. Favorite color
9. Favorite food
10. Favorite book
11. Favorite place to visit (has to be someplace child has visited, not a place they would like to go)

MY FAVORITE THINGS ACTIVITY SHEET

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: "STATEMENT WORKSHEET" FOR THE LEADER

"I PLAY WITH ALL KIDS"

INTRODUCTION: Tell the students that none of us will ever get along with everybody all of the time. However, we never have the right to hurt someone's feelings or hurt someone physically. We must learn ways to help us play and work with other children the best way we can.

PROCEDURE:

1. Hang up two charts or write these two categories on the chalkboard:

GET ALONG	CAN'T GET ALONG

2. Read the statements on the worksheet to the class. Ask the students to choose which column the statements would go under. These could be copied, laminated and then taped under the proper column so the children could see them.
3. After putting the statements under the proper column, ask the students why the statement was placed under a certain column. For example: "I'll push you on the swing and then you push me." This statement will show another boy or girl that you are willing to do something nice for them if they do something nice for you. By taking turns you both can swing and you will feel good inside when you are nice to other boys and girls.

OBSERVATION NOTES

If a student only answers for the items under "CAN'T GET ALONG" that boy or girl needs to be spoken to individually. The leader needs to find out if this student is having difficulties getting along with other children and discuss why this is happening.

STATEMENT WORKSHEET

LET'S READ THIS BOOK TOGETHER.

THAT'S MINE. GIVE IT BACK.

DO YOU WANT TO TRADE PENCILS?

I'LL PUSH YOU ON THE SWING AND THEN YOU PUSH ME.

I'M FIRST AND I GET A LONG TIME ON THE SWING.

YOU CAN READ MY BOOK.

I WANT ALL THE CRAYONS.

THAT BELONGS TO ME. DON'T TOUCH.

YOU CAN HAVE HALF OF MY COOKIE.

I'LL GIVE YOU SOME PAPER IF I CAN USE YOUR MARKERS.

MAY I HAVE IT BACK, PLEASE?

LET'S ALL PLAY BY TAKING TURNS.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: CRAYONS, PAPER, PICTURES FROM MAGAZINES OR BOOKS

"LEARNING TO WORK TOGETHER"

INTRODUCTION: This lesson gives a good introduction to some of the skills required of people working together. It might be followed with specific lessons on listening to each other, no put downs, or some other aspect of cooperative learning.

PROCEDURE:

1. Display a picture of children cooperating effectively. Ask the class to discribe what is going on.
2. Ask the class to volunteer situations in which they must work together with peers:

   a) at school
   b) at home

3. Suggest to the students that there are good ways to work together and also less effective methods. Ask the students to focus on the best way to work with someone as they listen to the following story.

   The Singing Turtle: This story is about two brothers, one lazy and one hard working. One brother supports the family; one does not. One day they are out of food and the responsible one goes off to work extra hard but has a very bad day - he is unable to sell any firewood. On his way home he stops at a pond to eat the few crumbs he has left. He begins to cry. Suddenly, a talking turtle appears and offers to help him by going into town and singing for money and food. They go to town and find a crowded dance hall. He sings, to the amazement of the townspeople, who throw much money into the hardworking brother's hat. Finally, late at night the hard working brother and the turtle go home and celebrate. Then, the lazy brother arrives and asks the reason for the celebration. After he hears the story he decides to take the turtle for himself. He runs to town, orders the turtle to sing for money and abuses him when he refuses to sing. The lazy brother is run out of town for his cruelty, and the turtle returns to the hardworking brother, announcing that his talent is his own to share as he chooses.

In telling the story emphasize the traits of the hard-working brother which facilitate cooperation. These include: the ability to listen, the willingness to share, and the desire to care about the welfare of others. Contrast these to the characteristics of the lazy brother, who is bosy, threatening, and abusive.

4. Lead the students in characterizing the attributes of each. Ask students about how the brothers' actions helped or hindered their working together with the turtle. Ask the students to summarize the rules of working together that can be learned from the story.
5. Develop an activity in which these rules of effective cooperation are needed. For example, display a simple line drawing of a person or an animal in which some portions are lined in red, others in green. With the classroom teacher or a student volunteer, each using one of the colors, cooperate in copying the picture. Before starting, remind the class of the rules:

   a) no bossing
   b) no threatening
   c) use good listening and communication skills

6. Group the students in pairs and instruct them to do the same cooperative task. Offer a small prize for the pair that is able to follow the rules the best. Observe students as they work.
7. Conclude by summarizing the rules of cooperation and awarding the prize.

OBSERVATION NOTES

Circulate among the pairs as they work together and give direction to those in need.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: NONE

"SELF-CONTROL"

INTRODUCTION: Learning self control is an important developmental task for this age group. The situations dealt with in this lesson are typical of those encountered in the real lives of children.

PROCEDURE:

1. Write on the chalkboard the words "Self-Control" in order for the boys and girls to see the topic of discussion.
2. Ask students if anyone knows what self-control means. Example: When lining up to leave the room, not pushing or even touching the boy or girl in front of you.
3. Explain to the students that we are responsible for everything that comes out of our mouths and for our hands and feet.
4. Explain to the students that a consequence is the result of our own actions. Examples: Staying up to watch TV late at night may mean being tired the next day. Eating too much candy may result in getting sick.
5. Self-control among other things, means to make sure we do not say unkind things to others and we do not hit or kick or trip someone.
6. Give the following situations and ask how self-control could be demonstrated:

   a) Sitting on the floor in a group while the teacher is reading a story.
   b) Wanting to swing and there are no vacant swings.
   c) Waiting in line to get a drink.
   d) Making the last out in a baseball game.

e) Seeing someone trip and fall.
f) Walking by other boys' and girls' desks on the way to the pencil sharpener.
g) Wanting to tell the teacher something when someone else is talking.
h) Wanting to go home to play when mom or dad stops to talk to someone at church or at the store.

OBSERVATION NOTES

If a boy or girl does not participate in a discussion because they are shaking their heads in disagreement or adding negative comments, these students need to be seen on an individual basis. They may be angry or have a poor self-concept and need to be addressed in order to help the student.

Area II- Category H- Competency 20

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO ASK PARENTS, TEACHERS AND OTHER ADULTS FOR HELP WITHOUT TATTLING.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 1-3
MATERIALS: WORKSHEET: "FIND THE HELPERS"

"WE ALL SOMETIMES NEED HELP"

INTRODUCTION: Children need to learn to select responsible sources for help. This will improve decision-making and coping skills.

PROCEDURE:

1. Discuss places to go for things one needs..

   a) to fix a TV
   b) to rent a movie
   c) to buy nails
   d) to get medicine

2. Talk about people who are trained to provide help...

   a) to learn to read (teacher)
   b) when you get sick (doctor)
   c) when someone drinks too much (counselor, parent, doctor)
   d) when someone is very sad (counselor, parent, doctor)
   e) when someone is hurting you (clergyman, counselor, nurse)

3. Distribute the worksheet and instruct the class to follow the directions.

4. Discuss how to call 911 in case of emergency. Use a play phone to practice calling numbers for an "invented" emergency. Tell them to give their name, address, and type of emergency.
5. Ask the students to think about a problem they have had. Whom did they ask for help? What did they do about it?
6. Talk about how they feel when they ask for help. Have you ever been too scared to ask for help? Is it hard to ask adults for help?
7. Talk about how to get help with "feeling" problems. What would you do if:

   a) You are very angry with your brother?
   b) You feel "down" because your grades are poor?
   c) You are sad because everyone calls you a "nerd"?
   d) You feel guilty because you stole a quarter?

   What would you want the helper to do for you?
8. If time permits, role-play or use puppets to portray situations.

OBSERVATION NOTES

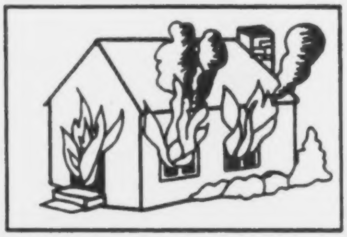
Be alert to students who seem to identify with certain situations or have difficulty asking for help. See them individually.

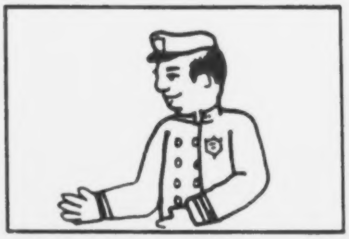
Name ____________________________

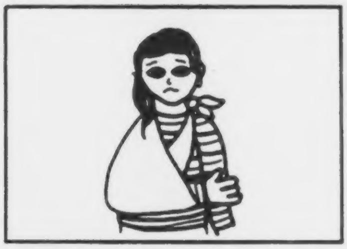
Date ______________________________

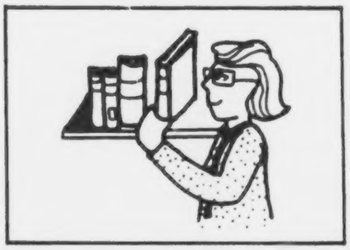
Find the Helpers

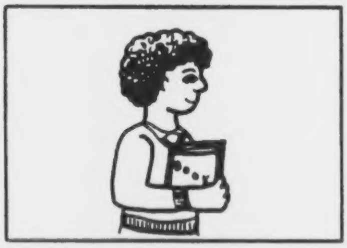
Draw a line from the problem to its helper.

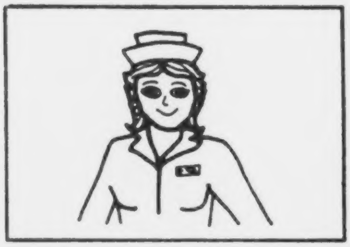


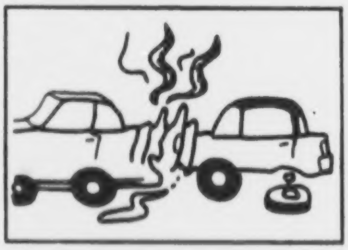


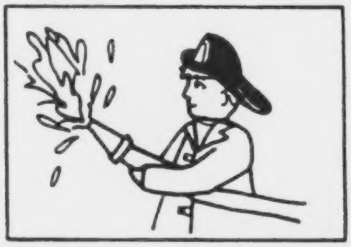


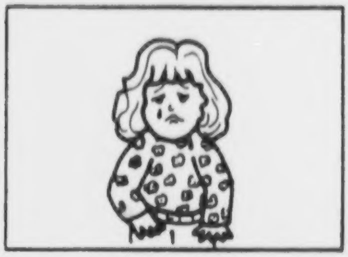


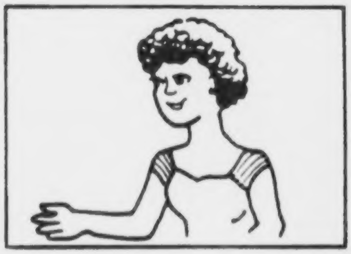












AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO ASK PARENTS, TEACHERS AND OTHER ADULTS FOR HELP WITHOUT TATTLING.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 1-3
MATERIALS: WORKSHEET - "PEOPLE WHO CARE ABOUT ME", PUPPETS (BOTH ADULT AND CHILD), MAGAZINES WITH PICTURES

"GETTING HELP FROM OTHERS"

INTRODUCTION: Children need to identify and explore ways of seeking help from others when dealing with their problems. This will improve their coping skills, communication and decision-making skills.

PROCEDURE:

1. Stress the fact that everyone needs help at some time. Talk about times when children might need help at home. Talk about how they would feel and how they could possibly solve the problem. Role-play the situation. Example: What could you do if...

   a) Your little sister falls and hurts herself?
   b) You can't reach a glass on a high shelf?
   c) Your friend gives you some little tablets he says are candy?
   d) Your ball goes on the roof?

2. Discuss times when children need help at school. Talk about how they would feel and how they could solve the problem. Example: What would you do if...

   a) You get sick and there is no one around to help you?
   b) A big child is bullying you?
   c) You forget your lunch at home?

d) Another child accuses you of something you didn't do?

3. Use puppets to show people asking for help. Possibilities are:

   a) school nurse - child
   b) mother - hurt child
   c) school friend - lonely child
   d) older brother - younger brother
   e) teacher - child

4. Ask: Do you ask for help when you need it? What kinds of help?
5. Cut out pictures from magazines that show people helping others. Discuss the pictures selected.
6. Ask the children to draw pictures of three loving, caring people they know. Ask the students:

   a) Who are these people?
   b) How do they show they are loving and caring?
   c) Can you ask for help when you need it?

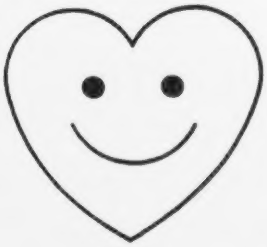
OBSERVATION NOTES

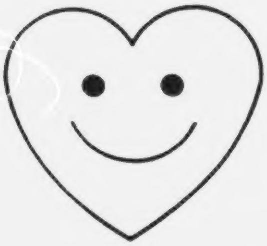
Watch for students who seem reluctant to participate in role-playing or puppetry. Work with these students individually.

Name ____________________

Date ____________________

People Who Care About Me





Draw a picture of three loving, caring people you know.

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AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHAT DRUGS ARE AND WHAT THEY CAN DO TO PEOPLE.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-1
MATERIALS: A SPONGE (6X4X2 INCHES)

"TEACH THE RISKS"

INTRODUCTION: Because many adults drink alcohol without encountering problems, some children may be confused about the risks they face if they drink alcohol. They need to know these facts: Alcohol, like other drugs, has a different effect, depending on the person's age and size and on how much alcohol is used. One-third of American adults don't drink alcohol at all. Most adults who do drink use small amounts of alcohol and don't have alcohol problems. But even small amounts of alcohol cause problems for children. Children have less body fluids than adults. The smaller amounts of body fluids means that there is less water to dilute the alcohol. So even small amounts of alcohol affect children more than adults and can cause problems for them. Use the experiment below to show the students that alcohol affects a smaller person differently than a larger person.

PROCEDURE:

1. Take a new sponge and cut off one end (about 1 1/2 inches). Dampen and wring out both the large and the small sponge.
2. Explain that a sponge's job is to absorb liquids. If a sponge has absorbed too much liquid (so that the liquid begins to leak out), it can no longer do its job.
3. Fill two 12-ounce glasses with water. Hold the large sponge over a bowl and pour the contents of one glass onto the sponge. Note how little liquid runs out of the sponge and show that the sponge could still absorb more water.
4. Slowly pour the contents of the other glass onto the small sponge. Note this time how much water spills through the sponge into the bowl. Point out that the same amount of water affected the small sponge differently.

5. Ask the students: "Could the small sponge still do this job now? Could it still absorb water?" Tell the students: "In the same way, alcohol affects children differently than it affects adults. Even one drink could keep your body and mind from doing their jobs well. But there is one important difference between sponges and our bodies: After the experiment, we could wring out most of the water in the sponge, couldn't we? But once someone drinks alcohol, there is nothing he or she can do to speed up how quickly the alcohol will get out!"
6. Ask the students how they could use what has just been learned to answer someone who says: "Come on! One drink won't hurt you! Lots of grown-ups drink!"

OBSERVATION NOTES

This activity should really hold the interest of the class because it demonstrates something concrete. It would be logical to follow this one with an activity related to dealing with peer pressure.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY:	I KNOW WHAT DRUGS ARE AND WHAT THEY CAN DO TO PEOPLE.
TIME:	30 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS:	"THE ADVENTURES OF FROGGY AND DODO"; "DISCUSSION QUESTIONS" WORKSHEET EXCERPTED: CHRISTIAN HOSPITAL N.W. ELEMENTARY CURRICULUM GUIDE

"THE ADVENTURES OF FROGGY AND DODO"

INTRODUCTION: Young children need to know that drugs are harmful to the functioning of their body and mind. This activity should give them some specific information on the effect of alcohol on their bodies.

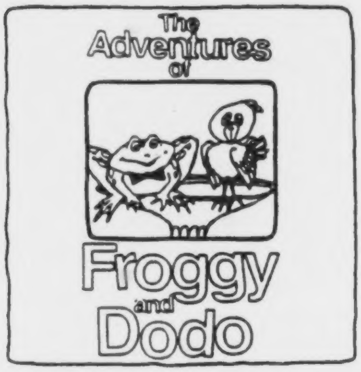
PROCEDURE:

1. Introduce the activity by giving each student a copy of "The Adventures of Froggy and Dodo". Read the story aloud to the students, asking those who can, to follow the text.
2. Use the questions listed on the discussion questions worksheet to elicit responses from the students. Make sure that they understand that Froggy and Dodo's behavior would have been different if they had not been drinking.
3. Encourage the students to color the pictures of their story and write a moral to the end of the tale. If they are unfamiliar with morals, suggest that they think of bumper stickers they have seen that deal with drugs, such as "just say 'no' or "don't drink and drive".

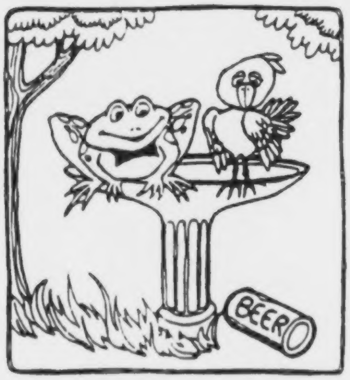
OBSERVATION NOTES

Students who have personal experiences with people in their family using alcohol to excess may need individual counseling time to deal with their questions and feelings about this.

THE ADVENTURES OF FROGGY AND DODO

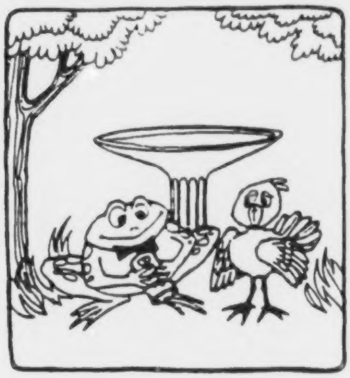


Cover (Cover) The Adventures of Froggy and Dodo



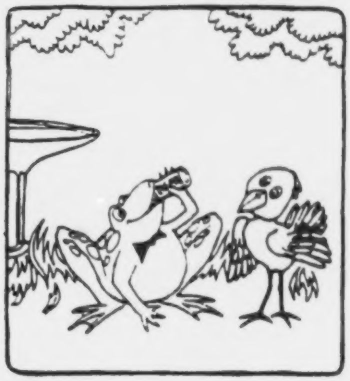
page 1 Froggy and Dodo are sitting on top of a bird bath staring at a beer can someone left on the ground.

Froggy: Hey, Dodo, look down there! Someone left a beer can next to your bird bath.



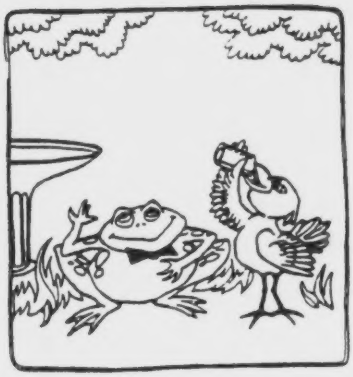
page 2

Dodo: Hey, Froggy, have you ever tasted beer?
Froggy: No, *I* only drink water. How about you?
Dodo: No, I only drink water, too.
Froggy: How about going down and taking a sip?
Dodo: No one's around. OK! Let's go!



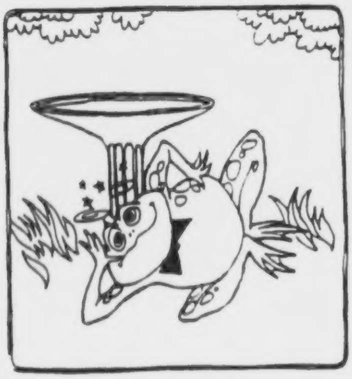
page 3

Froggy: You go first, Dodo.
Dodo: Do you think we should?
Froggy: Oh, you're chicken! I'll try it first.



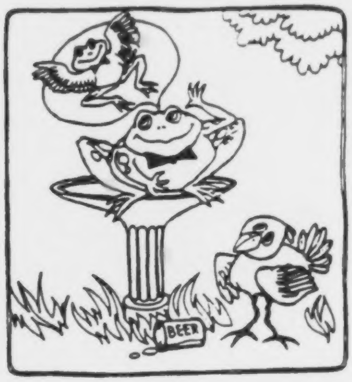
page 4

Froggy: Hey, it sure tastes different from water.
Dodo: Let me try.



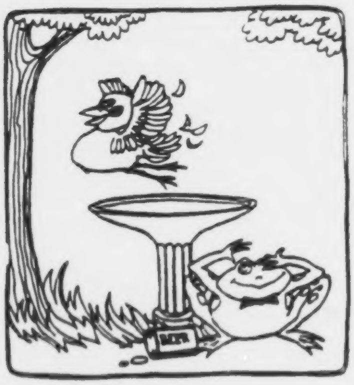
page 5

Froggy: How do you feel?
Dodo: I'm starting to feel a little funny.
Froggy: Let's go back up on the bird bath and rest.



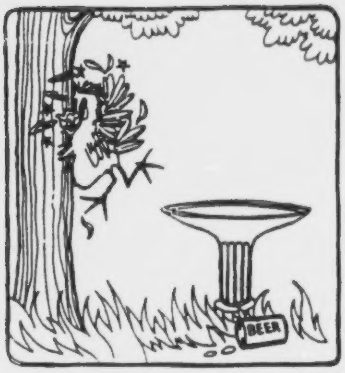
page 6

Froggy: Let's just relax and get some sun.
Dodo: OK, but I feel kind of dizzy.
Froggy: Me, too.
Hey, Dodo, I've been meaning to ask you: What does it feel like to fly?
Dodo: It's great, Froggy. You feel free and weightless.
Froggy: Sounds like fun! Do you think that I could learn to fly?
Dodo: Sure, why not?

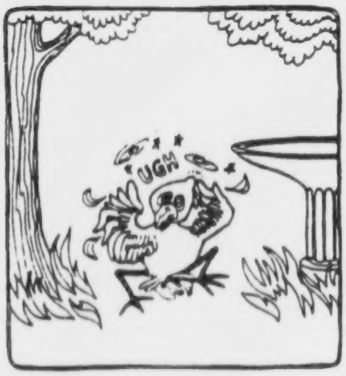


page 7

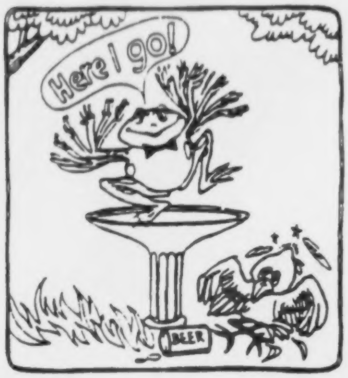
Dodo: All you would have to do is flap your legs and leap off the bird bath like this. Just keep flapping your little green legs.
Hey, I feel funny. Like my wings are wet. They feel very heavy.



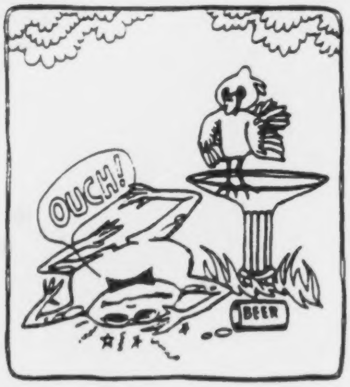
page 8 Suddenly **Froggy** yells: Watch out, Dodo! Look where you're going!!



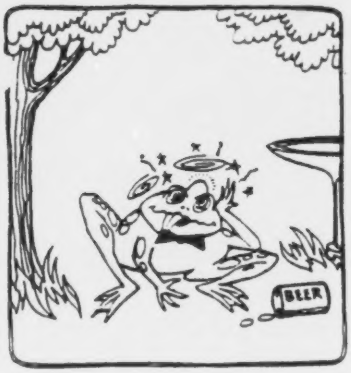
page 9 **Dodo:** Ugh!!
Froggy: What happened, Dodo? Didn't you see that tree?
Dodo: I don't know. Someone must have moved it. But that's alright. Now it's your turn. Give it a try. You can do it.



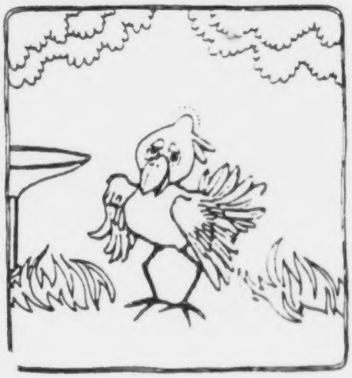
page 10 **Froggy:** Here I go!



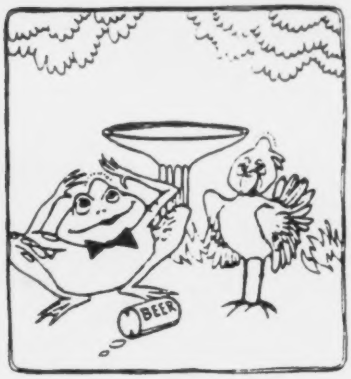
page 11 **Froggy:** Kerplunk!!
Dodo: What happened, Froggy?



page 12 **Froggy** says: I guess frogs really can't fly.



page 13 **Dodo:** I guess drunk birds can't fly either!



page 14 **Froggy:** You know, Dodo, I learned an important lesson. Just a little alcohol can cause some people to lose some judgment and to even do things they might not try if they had not been drinking.

Dodo: Yes, Froggy—like frogs trying to fly! I learned an important lesson, too. After drinking alcohol, a simple thing for me—like flying—can be very hard to do. I couldn't see clearly and my wings didn't work right. I could have broken my neck!

Froggy: You're right, Dodo. I guess people could also get hurt drinking alcohol, too, if they try to do things that need good judgment, like driving a car or riding a bike. We were lucky we didn't get hurt even more.

THE END

DISCUSSION QUESTIONS

1. Does anyone remember what Froggy and Dodo drank? (Beer)

2. What does beer contain that may have affected Froggy and Dodo? (Alcohol)

3. How did Froggy and Dodo feel after they drank the beer? (Dizzy)

4. Do you think they had too much to drink? (Yes) How do we know? (The way they acted)

5. How did it affect their vision? (They couldn't see well)

6. How do we know they couldn't see well? What happened to Dodo? (He bumped into a tree)

7. How did the beer affect Dod's muscular coordination? (His wings felt funny, and it was hard for him to fly)

8. What did Froggy try to do after drinking the beer? (He tried to fly)

9. Do you think Froggy would have tried to fly if he hadn't had the beer to drink? (No)

10. Then why do you think he did try? (Sometimes, after drinking alcohol, people do things [take risks] they wouldn't normally do [poor judgment])

11. Why would alcohol make people do these things? (It's a drug that causes us to do things we wouldn't usually do, and it may not be safe to do these things)

12. What would you tell Froggy and Dodo the next time they were drinking about drinking some beer? (Not to drink it because they may get hurt)

Summary Statement: "Just as we saw the effects of alcohol on the decisions (choices) that Froggy and Dodo made, their poor vision and the problems they had moving, so we, too, will perhaps have similar effects and do things that are not safe if we drink alcohol.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHAT DRUGS ARE AND WHAT THEY CAN DO TO PEOPLE.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: TWO SHOPPING BAGS, ONE LABELED "YES, A DRUG" AND ONE LABELED "NO, NOT A DRUG"; TEN MAGAZINE PICTURES OF DRUGS AND ITEMS THAT MIGHT BE CONFUSED WITH DRUGS; SAMPLE OF A PILL AND AN M&M MOUNTED ON A CARDBOARD. (THESE SHOULD LOOK ALIKE)

"YES, A DRUG-NO, NOT A DRUG"

INTRODUCTION: This lesson will help students become more aware of items that might be confused with drugs.

PROCEDURE:

1. Ask, "How many of you have ever heard the word 'drug'? Where have you heard it? What are some drugs?"
2. Discuss some common drugs and what they can do to people. Examples: caffeine, alcohol, tobacco, cough medicine, aspirin, sleeping pills.
3. Place the shopping bags in front of the group.
4. Hold up the drug cut-outs and decide whether it belongs in the "yes" or the "no" bag.
5. When finished, conclude by saying that a drug is something that will make your body feel or act differently.
6. Show the children the pill and the M&M. Ask them to tell what they think they are. Discuss the confusion caused by the two things looking so similar.
7. Ask what would happen if they took a pill by mistake or if they thought it was candy.
8. Discuss whether it would be wise to take something someone offered you if you were not certain what it was. Conclude with summarizing what drugs can do to people when taken incorrectly. Use examples such as: alcohol, cough medicine, aspirin.

OBSERVATION NOTES

Be prepared to explain what drugs are. Give some examples, and tell what they can do to people, in case the students have difficulty generating ideas.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHAT DRUGS ARE AND WHAT THEY CAN DO TO PEOPLE.
TIME: 20-25 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-2
MATERIALS: LARGE GROCERY BAG WITH A FACE DRAWN ON ONE SIDE AND A HOLE CUT OUT FOR AN OPEN MOUTH. THIS IS THE "YUM, YUM" BAG; MEDIUM SIZE BOX WITH A PICTURE OF A DISTRESSED FACE DRAWN ON ONE SIDE. THIS IS THE "YUK, YUK" BOX; MAGAZINE PICTURES OF FOOD ITEMS; MAGAZINE PICTURES OF NON-FOOD ITEMS SUCH AS ASPIRIN, CLEANING FLUIDS.

"YUM, YUM - YUK, YUK"

INTRODUCTION: Young children need to be able to distinguish between items that are appropriate and inappropriate for them to consume.

PROCEDURE:

1. Show the students a few pictures of foods they probably have eaten and ask whether or not they like these items. Discuss other foods they like to eat and why they like them.
2. Show pictures of items that are not to be eaten. Ask the students if they should eat these items and discuss why not.
3. Give each student a picture and explain that they will put their pictures in the "Yum, Yum" bag if it is something okay for them to eat. Explain that if their picture is of something that can harm them because it is a drug, cleaning supply, or something else dangerous, they are to put it in the "Yuk, Yuk" box. The items in the "Yuk, Yuk" box are items for parents or other responsible adults to take care of.
4. After each child has had a chance to put his picture in the appropriate place, take out all the pictures from the "Yum, Yum" bag and discuss the fact that these are foods to eat.
5. Take out all the "Yuk, Yuk" pictures and stress the importance of not taking any medicines or drugs without a responsible adult's permission. Also emphasize not eating or drinking something that might harm them.

OBSERVATION NOTES

Notice any students who have difficulty understanding which pictures belong in the "Yuk, Yuk" box. These students may need additional help with learning about things they should not consume.

Area II- Category K- Competency 26

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW TO SAY NO TO PEOPLE WHO TRY TO GET ME TO USE DRUGS OR ALCOHOL.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: NONE

"SAYING NO TO PEER PRESSURE"

INTRODUCTION: This lesson will encourage students to trust their own judgment rather than give in to peer pressure.

PROCEDURE:

1. Begin the session by asking the children: "Think of a time when you were with some of your friends and they tried to get you to do something that you didn't want to do. It isn't necessary to tell whether or not they succeeded in getting you to do it, just tell us about what happened when they were trying to get you to do it."
2. As the children participate, ask them:

   a) How did you feel about what your friends were trying to do to you?
   b) How did you feel about yourself?

3. Following a review, culminate the session by asking the children:

   a) When you are with just one friend and you want your friend to do something, is it harder or easier to get him/her to do it than when you and a group of friends are trying to get him/her to do it?
   b) Do you have to do what your friends want you to do?
   c) Do your friends have to do what you want them to do?

4. Continue by saying: "Think of a time when you got into trouble with one friend or a group of friends. Tell us about what happened."
5. As the children participate, ask them:

   a) How did you feel when you were being criticized or punished?
   b) Whom did you feel like blaming?

6. Following a review, culminate the session by asking the children: Does it make any sense or do any good to say, "It's not my fault, he made me do it!"

OBSERVATION NOTES

Be aware of students who respond by having other people solve their problems rather than making choices themselves.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW TO SAY NO TO PEOPLE WHO TRY TO GET ME TO USE DRUGS AND ALCOHOL.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: "HOW TO SAY NO" HANDOUT

"I CAN SAY NO"

INTRODUCTION: This lesson will provide rehearsals in the art of saying "NO" and provide positive reinforcement.

PROCEDURE:

1. Discuss how students sometimes are required to say no to avoid doing something that is harmful or against the rules.
2. Stress that students are responsible for their own behavior and cannot blame their actions on others.
3. Hand out "How to Say No". Read aloud the Introduction.
4. Direct the activity on the handout.
5. Summarize and review the role-playing exercises.

OBSERVATION NOTES

Be aware of students who share a situation that has occurred to them and give positive reinforcement for their ability to say no. Observe students who exhibit "bragging" behavior and confer with them individually.

HOW TO SAY NO

Introduction: There are times when you need to say "NO". Saying "NO" can make you feel good when you know it is the right thing to do. To know when it is the right thing to do, ask yourself:

1. Would this make someone angry?
2. Would this hurt someone?
3. Would this damage something?

If the answer to any of these is "maybe" or "yes", then you know it is not the right thing to do.

For example, if your friend wanted to copy your school work

1. Would this make someone angry? Yes--the teacher
2. Would this hurt someone? Yes--you. You are being dishonest
3. Would this damage something? Yes--your idea about yourself being an honest person

How to say "NO" is something we must learn. Begin with standing or sitting up straight. Look directly at the other person and talk in a normal voice. Be firm but do not say things to hurt their feelings. Simply say "I do not want to do that" as many times as you need to, to stop them from asking again.

Activity: Role play the following situations with two students.

1. A friend wants to borrow your new skateboard and you don't want to share it just yet.
2. A friend wants your "Twinkie" from your lunch box.
3. A friend wants to throw rocks at passing cars.
4. A friend wants you to agree not to play with another student in your classroom.
5. A friend is calling another student bad names and wants you to say something bad, too.
6. You see a friend take something from another student's backpack and tells you not to tell.

Process each situation by asking the three questions and asking what other statements could be made.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW TO DEAL WITH THE CONSEQUENCES OF SAYING "NO" TO MY FRIENDS.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: "SITUATION LIST", "OUTCOME CARDS" AND TWO OLDER STUDENTS

"SAYING NO TO FRIENDS"

INTRODUCTION: This lesson helps students concretely confront the issue of saying "no" to their friends.

PROCEDURE:

1. Explain to the class that they will be discussing what happens when you say no to a friend. Briefly tell a story about a child who said no to her firends and lost her friends. Then tell a story about a child who said no to his friends and the friends respected him for it.
2. Ask the class if saying NO means you will either lose your friends or they will like you better. Encourage them to realize that many different things could happen.
3. Display some cards which have outcomes printed on them and appropriate faces underneath. See the examples on the "Outcome Cards". Give the class situations and ask them to choose the most likely outcome. Ask them to explain their choice of answer. Have a list of 5-20 situations to use quickly. See the "Situation List" for examples.
4. Introduce the older students you have brought with you. The students will give 1-3 examples of times when they had to say "no" to their friends. Kids need to know that real kids truly do say "no." Be sure to mention that sometimes you have to make new friends.
5. Have a question and answer time or an experience sharing time. Ask students to share solutions too.
6. Wrap-up the lesson. Encourage the class to say NO if they need to. Thank your older students for sharing.

OBSERVATION NOTES

Look for children who seem to offer many excuses for giving in to friends. They may need extra encouragement.

SITUATION LIST

1. Your friends tell you that if you're friends with a certain person then they won't be friends with you.

2. You lost your friend's necklace-ball-watch, now they want you to pay for it. You have no money and can't ask for it, so you say no and offer them something in return.

3. Your friends want to meet at the corner store after school. You know they get rowdy and have stolen things. You don't have permission to go and you say no.

4. Your best friend wants you to sneak around the building with him at lunch recess. You know it's wrong and you say no.

5. A classmate stole someone else's pencil and you saw them. You're told to keep quiet and not tell the teacher. You feel this is wrong and you say no and do tell the teacher.

OUTCOME CARDS

LOSE ALL FRIENDS

SOME FRIENDS DON'T LIKE YOU ANYMORE

FRIENDS GET MAD AT YOU JUST FOR AWHILE

SOME FRIENDS DECIDE YOUR OPINION IS RIGHT AND AGREE WITH YOU

EVERYONE LIKES YOU BETTER

*PLACE EACH CARD UP SOMETIME WHILE YOU ARE GIVING THE CLASS SITUATIONAL EXAMPLES.

Area II- Category K- Competency 28

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY:	I KNOW WHO TO TALK TO WHEN I NEED HELP.
TIME:	30 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS:	"WHERE TO TURN" WORKSHEET, BLANK PAPER, MARKERS

"WHERE TO TURN"

INTRODUCTION: The students will learn who the appropriate resource person is for receiving help with drug or alcohol problems. Write several key words on the board to get their interest, then briefly explain what they will be learning.

PROCEDURE:

1. Ask the students where they would go for help if they: broke their arm, didn't understand their math assignment, or if someone stole something from them. List this information on the chalkboard as you go.
2. Next, ask them where a friend might go if they had trouble with drugs or alcohol. Put their responses on the board. Encourage them to share examples that are appropriate. You may find that you will have to prompt younger children. Remind them what drugs are. Remind them about what they have previously learned about alcohol.
3. Explain to the class that they will be discussing different sources of help for drug or alcohol problems. Let them know that they may not have this problem but they may know an older person who does and it may be someone in their family.
4. Hand out the worksheet. Briefly go over the resources listed at the top. You may want to adjust the resources to key in on those in your area. Mention that sometimes kids and older people may just want to think about their feelings before asking someone for help-that's okay.
5. Using a large sheet of paper, begin a HELP poster. As you go through the worksheet, list the resources on the poster which will be left in the classroom.

6. Give the class a situation. Brainstorm with them where to turn for help. Fill in the worksheet with the students as you go. Write resources on the HELP poster as you go, also. Do this three times. Then divide the class into four groups. Give a situation to each group. Ask the group to come up with the resources for where to turn for help. (Report back to the class). For K-1st grade students, you probably won't be able to divide them into groups. These students could role-play who to turn to for help.
7. Complete the poster. Re-cap the lesson. Encourage them to take their worksheets home and keep for future use. Have a student display the HELP poster in the room.

OBSERVATION NOTES

Look for children who don't participate or who have too many examples. They may need an individual talk.

WHERE TO TURN

Situation	own feeling	parent	friend	teacher	counselor	nurse	church	youth service	other
1.									
2.									
3.									
4.									
5.									
6.									
7.									

Area II- Category K- Competency 28

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHO TO TALK TO WHEN I NEED HELP.
TIME: 20 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: NONE

"WHO CAN HELP"

INTRODUCTION: In this lesson the class will learn that there are people at home and school that can help them when they have a problem. Also there are special emergency telephone numbers that one can use anytime there is a need.

PROCEDURE:

1. Ask the students to suggest some problems children have that might require them to seek help from another person. Write this list on the board. It might include being abused by a parent, being threatened by a bigger child, starting a new school and not knowing your way around. If the list doesn't include "knowing that someone you care about is using drugs," add this to the list.
2. For each item on the list ask the students to suggest one or more persons who might be able to help them. List these beside each item.
3. For the drug situation, in addition to the suggestions of people in the local environment (teacher, counselor, local police department), let the students know that there are the following special numbers. These may be copied and given to the students or just mentioned, with the suggestion that in the future if the need arose, they could approach the counselor or teacher for these numbers. 1-800-BAD-WEED (213-9333) to report someone dealing in drugs or growing marijuana. 1-800-346-6845 for parents to become involved with the Missouri Federation of Parents for Drug Free Youth. 1-800-241-9746 for general information provided by the Parent Resources Institute on Drug Education (P.R.I.D.E.) in Atlanta, GA.

OBSERVATION NOTES

This lesson is especially helpful in encouraging students with a problem to come for help. Reinforce this idea and use your intuition to seek out quiet students who indicate they may have an unexpressed problem.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO GET ALONG WITH MY PARENTS, STEP-PARENTS, OR GUARDIANS.		
TIME:	30 MINUTES		
GROUP SIZE:	SMALL GROUP OR CLASS	GRADE LEVEL: 3	
MATERIALS:	WORKSHEET "SUCCESS PRESCRIPTIONS"		EXCERPT FROM: KIDS IN THE MIDDLE

"PARENT PROBLEMS"

INTRODUCTION: Family life can be happier for all family members if everyone tries to solve problems without hurting each other.

PROCEDURE:

1. Lead students in a discussion of problems families have between the parents/step parents and the children in the family.
2. Distribute copies of the worksheet "Success Prescriptions" to each student. This will give them examples of parent/child problems to think through and try to resolve.
3. Encourage students to write their "prescriptions" for success on the worksheet.
4. Allow students to share their answers with the class or in small groups.

OBSERVATION NOTES

The counselor should watch for students who cannot write positive solutions to the problems. They may need additional guidance in this area.

SUCCESS PRESCRIPTIONS

Your parent is always yelling at you for not cleaning your room.

Prescription for
Success

Your parent grounds you for coming home late.

Prescription for
Success

You feel your parent expects you to do too many chores at home.

Prescription for
Success

Your parent teases you about something you did and hurts your feelings.

Prescription for
Success

You want to go out with your friends but your parent says no.

Prescription for
Success

You feel your parent doesn't treat you as well as your brother/sister.

Prescription for
Success

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH MY PARENTS, STEP PARENTS, OR GUARDIANS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-1
MATERIALS: PAPER, PENCILS, CRAYONS, RULERS

"RELATED PROBLEMS"

INTRODUCTION: Students must be able to relate to parents and step parents. This lesson will look at conflicts and possible resolutions.

PROCEDURE:

1. Explain to the students that today you will be looking at some times they have gotten in trouble.
2. Distribute the drawing paper. Give three pieces to each student.
3. Ask them to draw a picture on each one of a time they got into trouble with their parents or step parents.
4. Ask students to share their pictures and tell what happened. Ask them why it happened. "How did you feel when it happened? Could anyone have acted differently?"
5. Explain to the students that parents discipline their children because they love them and want them to be safe. Parents don't discipline just to be mean.

OBSERVATION NOTES

Be aware of students who are unable to accept responsibility for their own actions. They may need individual counseling to see discipline as a consequence to their actions.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH MY BROTHER, SISTER, STEP-BROTHER, OR STEP-SISTER.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 1-3
MATERIALS: NONE

"PROBLEMS WITH SIBLINGS"

INTRODUCTION: Students need to have the opportunity to express and share positive and negative feelings about siblings, as well as find ways of handling common difficulties with siblings.

PROCEDURE:

1. Ask how many of the students have sisters? brothers?
2. Say, "Listen to the this story and see whether it sounds familiar".

   When you're not around, he plays with your games and toys, breaks them, loses things, and never puts anything back. When you're playing with your friends, he's a pest and won't go away. (Embellish this idea as you tell it to the class.)

3. Ask, "Who knows a sister or brother like this? How would you feel? What would you do?"
4. Say, "Now listen to this story."

   You get C's on your report card and he always gets A's. He's better at soccer and baseball and always beats you at Nintendo. He's good at everything. (Embellish this idea as you tell it to the class.)

5. Ask, "Who knows a sister or brother like this? How would it make you feel?
6. Say, "Now listen to this story".

She always bosses you around and makes you wait on her. She gets a bigger allowance, gets to stay up later, and can go lots of places you can't. (Embellish this idea as you tell it to the class.)

7. Ask, "Who knows a sister or brother like this? How would you feel? What would you do?
8. Say, "Listen to the last story."

She's the baby of the family and always gets all the attention. Everyone makes a fuss over her and ignores you. When you try to do something cute too, you just get in trouble. (Embellish this idea as you tell it to the class.)

9. Ask, "Who knows a sister or brother like this? How would you feel? What would you do?
10. Say, "Brothers and sisters can often make people feel angry, upset, sad, jealous (use terms the students have used). What are some of the ways children might act when they feel this way about brothers and sisters? Sometimes these are not the best ways to act. Let's review each story and see if we can suggest some ways the situation could be handled. How can parents help in these situations? How do they sometimes make things worse?"

OBSERVATION NOTES

Be alert to students who express strong negative feelings or who do not respond at all. Arrange to see them later to discuss sibling relationships.

"Embellish" means to give the story a background, give the people personalities, use details.

Area II- Category P- Competency 37

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO GET ALONG WITH MY BROTHER, SISTER, STEP-BROTHER, OR STEP-SISTER.
TIME:	30-40 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 3
MATERIALS:	ONE SHEET OF CONSTRUCTION PAPER FOR EACH STUDENT, PASTE OR GLUE, SCISSORS

"PROBLEM SOLVING CHAIN"

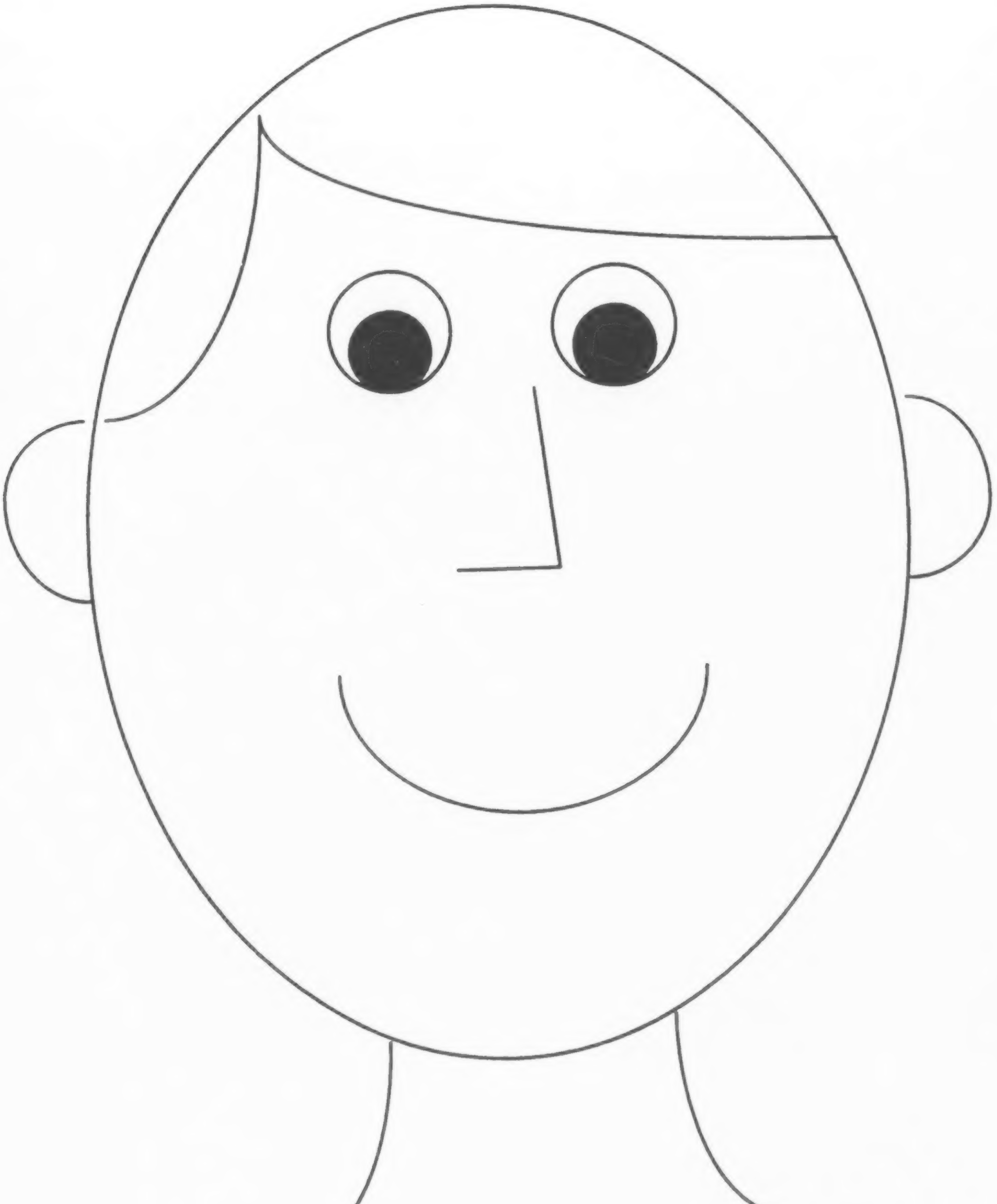
INTRODUCTION: Young children need to be aware of alternative ways to solve sibling problems without fighting.

PROCEDURE:

1. Lead the students in a discussion of problems brothers/sisters, step brothers/sisters have in getting along with each other. Make a "problem list" on the chalkboard.
2. Encourage the students to talk about possible solutions to the problems other than arguing or fighting.
3. Distribute construction paper, scissors and paste to the students.
4. Tell the students to cut the paper in half lengthwise, then into crosswise strips approximately one inch wide.
5. Instruct the students to write a sibling problem on one side of the construction paper strip and a possible solution on the other side.
6. After writing a problem/solution on each strip, the students should paste the ends of each strip together to form a chain they can put around their neck or desk.

OBSERVATION NOTES

The counselor should make note of any student who cannot write positive solutions to problems. They may need individual counseling in problem solving techniques.



PARENTS

BROTHERS

SISTERS

CHORES

LEFT OUT

TEASING

BEDTIME

LOSING

____

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH MY BROTHER, SISTER, STEP-BROTHER, OR STEP-SISTER.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: NONE

"GETTING ALONG WITH MY FAMILY"

INTRODUCTION: This lesson provides young students with ideas on how to solve problems with brothers or sisters without violence. Request several books from the library that depict brothers and sisters not getting along. Read portions of these books that relate.

PROCEDURE:

1. Ask the students for ideas of what causes problems between brothers or sisters.
2. Write two or three of the most common problems on the board.
3. Brainstorm ways to solve the problems without someone getting hurt.

OBSERVATION NOTES

Make note of students expressing serious family problems or violent ways to resolve them. These students may need individual counseling or to be part of a counseling group.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH MY BROTHER, SISTER, STEP-BROTHER, OR STEP-SISTER.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 3
MATERIALS: HEAD BANDS (SEE WORKSHEET), ROLE PLAY CARDS, SCISSORS, STAPLER OR TAPE

"HOW WOULD I FEEL?"

INTRODUCTION. When families blend, many adjustments must be made. Often it helps to experience what other family members are feeling.

PROCEDURE:

1. Cut out the role play cards before class . For repeated use, copy the sheet and laminate it before cutting the cards. Feel free to write additional cards.
2. Copy as many headbands as needed. These may also be laminated.
3. Ask students to cut out their headbands.
4. Explain that one way to get an idea of how another person is feeling is to pretend you are that person and role play a commom situation. Ask for volunteers to start. After each role play, process with the students who were the role players. Check for feelings. Check for new learning and understanding. Briefly ask the rest of the class to comment on their feelings and observations.

OBSERVATION NOTES

Some students may need assistance with the role play. Try to engage students who are in step-family situations. Be aware of students who may exhibit sadness or distress and who may need to be seen individually.

EP-183

Directions: Cut out headband and extra strips to make headband fit.

I am:

____

(boy/girl, mom/dad, step mom/dad)

I am________________years old

Cut along lines

Cut along lines

ROLE PLAY CARDS

You are moving into a room that used to belong to your step-brother/sister.

You find yourself blaming a step-brother/sister for an argument you started.

Your new step-brother/sister has more new toys than you.

You rarely have contact with your absent parent. Your step-brother/sister have weekly visits with their absent parent.

You feel your parent cares more for your step-brother/sister than you.

You moved to a new neighborhood and must make new friends.

Your step-brother/sister is asked to babysit for you.

You have more chores to do around the house than your new step-brother/sister.

You ask to borrow your step-brother's/sister's clothes.

Your step-brother/sister gets to stay up
later than you although you're about the same age.

You pretend to be sick so
you can miss school.

Your favorite TV show is on at the same
time but on another channel from your
step-brother's/sister's favorite show.

We're going to a different church
now that they are married.

You bring home a better report card than
your step-brother/sister.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I UNDERSTAND SOME THINGS THAT CAN CAUSE PROBLEMS IN FAMILIES (MOVING, DIVORCE, DEATH, OR UNEMPLOYMENT).
TIME:	30 MINUTES
GROUP SIZE:	CLASS GRADE LEVEL: 2-3
MATERIALS:	BRIEF STORY ABOUT FAMILY PROBLEMS OR USE THE "LIZZIE" STORY, ONE COPY OF "PROBLEMS" ACTIVITY SHEET FOR EACH STUDENT

"WHAT CAUSES PROBLEMS?"

INTRODUCTION: This lesson will help young children be more aware of the causes of problems in most families.

PROCEDURE:

1. Ask the students to give examples of problems most families have. For example: brother or sister hitting them, not doing chores, parent rules.
2. Lead a brief discussion of what the students feel cause the problems. Be prepared to provide probable causes of family problems.
3. Read the story "Lizzie" or a similar story to the class. Ask them what problems Lizzie had with her family.
4. Distribute copies of the "Problems" activity sheet to the students. Ask them to answer the two questions. Instruct them to draw a picture of some family problem that causes them to be sad and a picture of a family problem they might worry about.
5. Allow students to share their pictures with the class and discuss as time permits.

OBSERVATION NOTES

Watch for students who express serious family problems. They may need individual counseling.

LIZZIE

Lizzie gets up and starts to get ready for school. She goes to her closet to find her favorite shirt, but it isn't there. She looks all over and can't find it, and then her sister walks in and she is wearing it. This makes Lizzie really angry inside, but she doesn't do anything, she just stuffs her anger inside.

Lizzie puts on a different shirt and goes downstairs for breakfast. Right in the middle of her breakfast, the cat jumps up on the table and spills Lizzie's orange juice all over her. Again, she feels really angry, but doesn't do anything, just stuffs it away as she goes and changes her clothes.

Just as Lizzie runs out the door to catch her bus, the bus pulls away. So she has to walk to school.

As Lizzie arrives at school, she sees two of her friends. She yells for them to wait for her, but they ignore her and walk away. Lizzie just stuffs her anger.

During Lizzie's first class, the teacher starts to collect their papers when Lizzie realizes she has forgotten it at home.

Finally, it is recess time and Lizzie goes out and plays with her friends, but just as she is coming in someone grabs her hat and throws it in a mud puddle. She doesn't do anything, just stores up some more anger.

Lizzie manages to survive the rest of the day and is looking forward to listening to her new record when she gets home. As she walks into the living room, she sees her little brother playing her new record. By this time, she has stuffed so much anger that she is full-- so she explodes. She yells at her brother, punches him in the arm, and picks up her record and throws it on the floor.

What happened to Lizzie? What could she have done differently during the day?

PROBLEMS

This makes me feel like crying:

____

____

____

____

____

Sometimes I worry about:

____

____

____

____

____

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO FIND HELP WHEN MY FAMILY HAS PROBLEMS.		
TIME:	30 MINUTES		
GROUP SIZE:	SMALL GROUP OR CLASS	GRADE LEVEL: 2-3	
MATERIALS:	CRAYONS AND " TRUST TRUCK" WORKSHEET		EXCERPT FROM: KIDS IN THE MIDDLE

"LET'S BUILD A TRUST TRUCK - IT WILL CARRY US THROUGH"

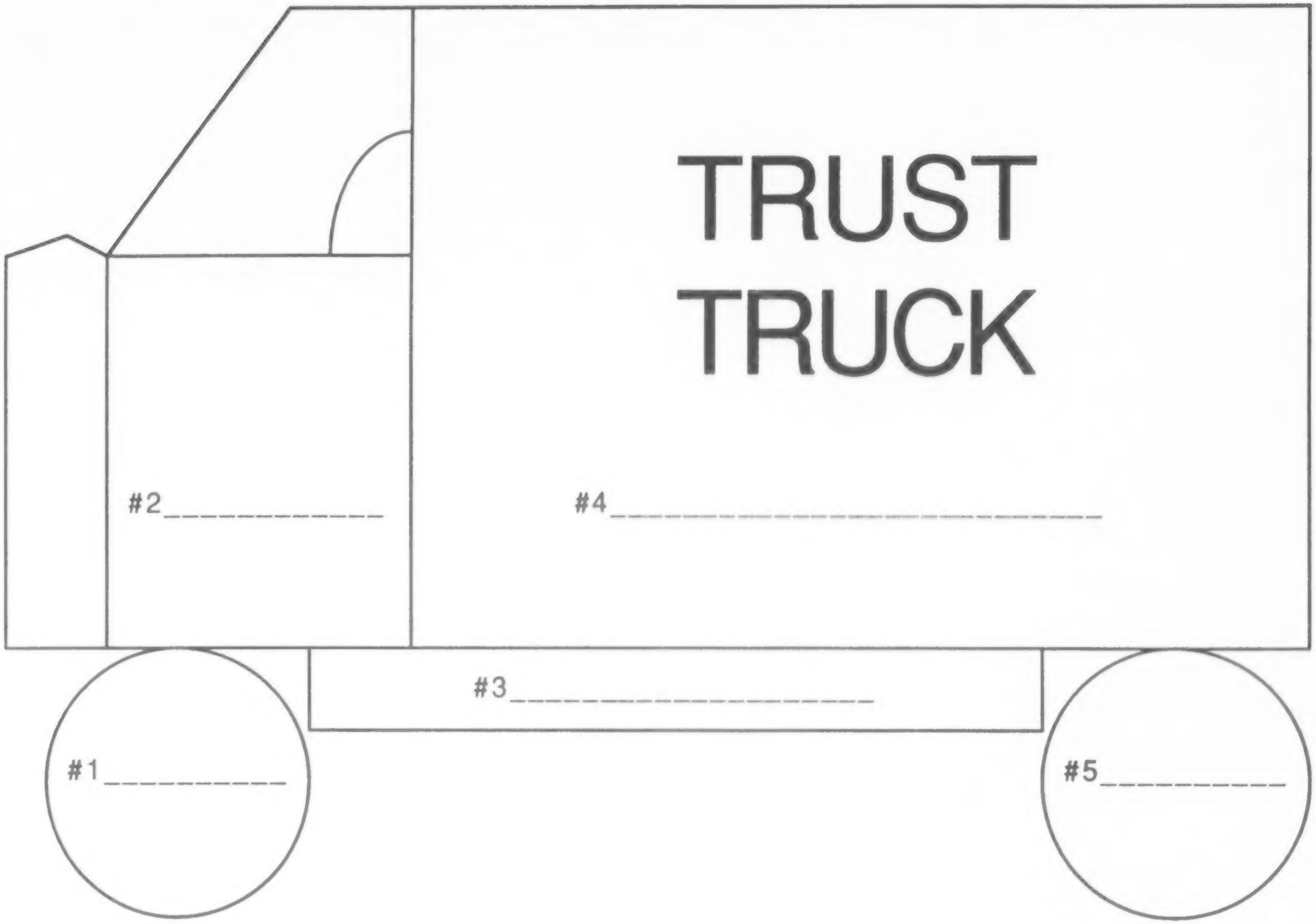
INTRODUCTION: When family problems arise, sometimes parents seem like they have changed to their children. Sometimes parents feel it would be easier for children if the truth were kept from them. This can be confusing and distressing to children. Their trust can be shaken.

PROCEDURE:

1. Ask the students to tell what "trust" means to them. List each meaning on the board.
2. From the list on the board see which meanings can be grouped together with a broader label, such as honesty, caring, loyalty, keeping secrets or reliability.
3. Ask the students to select the five most important ones.
4. Talk about how these qualities of trust support us and help carry us through sad times. Talk about how we need to lean on people we trust and use their help to feel better when we're hurting.
5. List the five trust qualities on the outline of the truck. The leader may need to write for younger children. Ask the students to color their trust truck.
6. While the students are coloring, circulate and reinforce the idea that we all need to be trustworthy as well.
7. As students are coloring, elaborate on the metaphor of trust and truck. Point out how important trust is, just as are trucks, (for example, for getting our food from farms to stores.)

OBSERVATION NOTES

Since this is a somewhat abstract concept for very young children, notice any students who seem confused and meet with them one on one. Also be aware of any students who become sad and offer individual counseling.


TRUST
TRUCK
#2____________
#4____________________________
#3_____________________
#1__________
#5__________

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO FIND HELP WHEN MY FAMILY HAS PROBLEMS.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: NONE

"WHO CAN HELP?"

INTRODUCTION: This lesson will promote awareness of people who can help when a family has a problem.

PROCEDURE:

1. Ask students to give examples of problems families have.

Family Problems

Divorce
Moving
Alcohol/Drugs
Abuse
Death
Loss of income

Conflicts with brothers and sisters
Household chores
Family rules
Unfair treatment

2. Lead a discussion of who might be able to help with the "Family Problems". Try to assist the students in understanding that many problems that families have can be resolved by talking it out with a parent or the family as a whole.

BEST COPY AVAILABLE

3. Give examples of some problems families have and allow students to give their suggestions of how to find help to resolve the problem.

    a) You share a room with Johnny. He will not help pick up the toys and keep the room clean.
    b) Every time your big sister is watching you while your parents are out, she hits you and calls you names.
    c) You have to set the table and do the dishes everyday. Your brother doesn't have to do anything.

4. Explain to the class that there are some family problems for which they may need to get help from people outside the home. Use some of the examples from step one and discuss how the students would find help if their family had that problem.
5. End the lesson by giving suggestions of people the students could count on to give help when needed. For example: teachers, principals, counselors, ministers.

OBSERVATION NOTES

Make note of any students who continually express family problems that they may need individual counseling to resolve.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO HELP WITH FAMILY RESPONSIBILITIES.
TIME: 2 CLASS PERIODS-ONE WEEK APART
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: PAPER FOR EACH STUDENT

"I'LL DO MY SHARE"

INTRODUCTION: Family responsibilities should be shared willingly by all family members. This lesson will help students to be aware that all families have to divide and share responsibilities.

PROCEDURE:

1. Lead the class in a discussion of the various responsibilities that are required to maintain a family. Make sure to include examples of earning money, cleaning, cooking, shopping, laundry, household chores, yard work, taking care of pets.
2. Ask the students to share what they are responsible for at their house.
3. Encourage the students to talk about responsibilties they like to do and feel they can do well.
4. Ask the students to choose an extra responsibility or two that they will do this week to help at home. You may want to make a chart listing what the students say they will do.
5. If time permits, you might have the children draw a picture of themselves doing the job or write down what they will do. This will serve as a commitment to do it. Save the papers until the next week to use for discussion.
6. The second class period, let the students show their paper and tell how their extra responsibility worked out this week.

OBSERVATION NOTES

Be alert to any students who have no responsibilities at home. Talk to them individually to encourage them to help.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO HELP WITH FAMILY RESPONSIBILITIES.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: PAPER, SCISSORS, PIPE CLEANERS, COTTAGE CHEESE CONTAINERS OR SMALL MILK CARTONS, SCRAP BOX OF ART SUPPLIES, STYROFOAM PIECES

"I CAN HELP AT HOME"

INTRODUCTION: Children need to be aware of all the things they can help with at home. This lesson should help them accept responsibility for doing jobs around the house. This would be an appropriate lesson just prior to Mother's Day.

PROCEDURE:

1. Discuss job responsibilities children have at home.
2. Make a list of the responsibilities on the chalkboard.
3. Decorate containers to make attractive flower pots.
4. Cut out construction paper flowers and ask the children to write household jobs they could do on each one.
5. Attach the flowers to pipe cleaners and "plant" them in styrofoam placed in the bottom of the container.
6. Tell the children they may give these as a gift to their parent. The parent may "pick" the job they would like their child to perform.

OBSERVATION NOTES

The leader should make note of any student who says that he/she has no responsibilities at home. These students may need encouragement to begin accepting responsibility for a household job on a regular basis.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO HELP WITH FAMILY RESPONSIBILITIES.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 1-3
MATERIALS: SHEETS OF NEWSPRINT AND CRAYONS

"MY RESPONSIBILITIES"

INTRODUCTION: This lesson will help students focus on their responsibilities to their families.

PROCEDURE:

1. Discuss the word "responsibility". Ask what the word means to the students. Allow them to tell some of the responsibilities they have. Share what some of your responsibilities are.
2. Brainstorm ideas of responsibilities they might have to their family. Make sure to include responsibilities to parents, siblings, other relatives and pets.
3. Ask students to draw one or more pictures on a sheet of newsprint of responsibilities they have or could have at home. You may want them to draw a picture of a responsibility they have at school.
4. Students may wish to show and share their pictures when completed. You might want to display them in the classroom.

OBSERVATION NOTES

Be aware of any students who say they have no responsibilities. They may need to be encouraged to accept responsibility for some things at home.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO HELP WITH FAMILY RESPONSIBILITIES.		
TIME:	30 MINUTES		
GROUP SIZE:	SMALL GROUP OR CLASS	GRADE LEVEL:	K-3
MATERIALS:	INK STAMP PADS (ONE FOR EVERY FOUR STUDENTS), WHITE PAPER		

"WE ARE FAMILY!"

INTRODUCTION: Students will be able to show their family with thumbprint designs. This will allow them to see the many different kinds of families in their own class. In sharing with others about what their families are like, they can be helped to see how they are unique and yet have a common bond with all families.

PROCEDURE:

1. Make a thumbprint picture of your own family, including pets, before the class.
2. Hand out supplies, including extra paper for practice prints. Display the model picture. Demonstrate how to place the thumb on the ink pad. Make thumbprints on the paper to illustrate the process. Students are encouraged to make a thumbprint for each family member. They may add hair, arms, legs, eyes, nose, mouth and any other features such as glasses.
3. Ask for volunteers to share their illustrations by telling about their families.
4. Discuss the different kinds of families-two parents and children, single parents and children, grandparent(s)/aunts/other adult relative or guardian and other children. Emphasize that while families sometimes change, they are still family and the child is a very important member of that family.

OBSERVATION NOTES

Assist students in getting started with thumbprints if necessary. Encourage students to tell how their families have changed and to notice how many other students have families which have also changed. Observe if there are any students who are reluctant or sad. Arrange to see these students individually. Have clean-up materials for cleaning thumbs.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY: I KNOW HOW TO GET READY FOR CLASS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: K-2
MATERIALS: RICHARD SCARREY'S PLEASE AND THANK YOU BOOK (OPTIONAL)

"I KNOW HOW TO GET READY FOR CLASS"

INTRODUCTION: This is a lesson to help students become aware of the necessity of starting school and classes well-prepared in order to be more successful.

PROCEDURE:

1. (Optional) Read to the class Richard Scarrey's book, Please and Thank You.
2. Discuss the character's excitement about going to school. Ask the students to share what they look forward to when coming to school.
3. List the students' feelings about coming to school on the chalkboard.
4. Talk with the students about what is needed when coming to school.
5. Demonstrate to the students what an unprepared student looks like. Pretend to be tired and hungry, coming to class without a folder and without the note that was to be returned.
6. Discuss the skit with the students, asking them their impressions.
7. Discuss what things are important for success in school.
8. Invite two students to act out the skit again, this time demonstrating the correct way.
9. If time permits, direct discussion to going to special classes such as art, music, speech and gym. Have them act out all the ways of being unprepared, such as not watching the time, not having a pencil, or not bringing homework.
10. Allow the students to discuss the mistakes, listing the correct techniques on the board.
11. If time permits, allow two students to act out the right way to be ready for special classes.

OBSERVATION NOTES

Pay attention to students who do not grasp the importance of being prepared for school. They may need further sessions in study skills groups.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO GET READY FOR CLASS.
TIME:	20-30 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS:	CRAYONS, PAPER, POSTERBOARD

"READY FOR ANYTHING"

INTRODUCTION: In order to make the most of their learning experiences, students need to be prepared for class. This lesson will help them know which materials to have ready.

PROCEDURE:

1. Tell the students that today you will help them become better prepared for school.
2. Ask them what materials are necessary for most lessons. Responses may include: paper, pencil, books...
3. On the board list these materials.
4. On the board, list the students' classes. Again, ask the students what materials are necessary for each subject. List these on the posterboard.
5. Distribute the drawing paper and ask each student to divide their paper in sections (one for each class listed). Label each section with a subject. Ask the students to draw pictures of or list the materials needed for each class.
6. Display the pictures and the posterboard in the classroom. These will be daily reminders for the students.

OBSERVATION NOTES

It may be helpful to reward students who are totally prepared for class.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY: I KNOW HOW TO GET READY FOR CLASS
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: "AM I READY?" WORKSHEET

"AM I READY?"

INTRODUCTION: In order for learning to take place, children need to know how to prepare for a class. This lesson helps reinforce the steps necessary in getting ready for class.

PROCEDURE:

1. Lead a brief discussion on what is necessary in getting ready for class. As students share their ideas, list them on the board. Some points to be listed should include being punctual, completing homework, following class/school rules, and sharing/contributing ideas.
2. Hand out the worksheet "Am I Ready?" to each student and tell them they are to rate themselves in each of the eight categories listed. Instruct them to be honest, not to answer just as they think the teacher would want them to answer.
3. Ask the students to total the number of "three" responses used and check their total with the scoring guide at the bottom of the worksheet.

OBSERVATION NOTES

Be alert to the number of students who rated themselves low on this activity. You might want to follow up with other class activities to reinforce areas of general concern or some students may need individual guidance to help improve their ability to get ready for school.

AM I READY?

A. I arrive on time
1___some of the time
2___most of the time
3___always

B. I have my homework completed
1___some of the time
2___most of the time
3___always

C My homework is usually
1___carelessly done
2___OK
3___my very best

D. I obey school rules
1___only when I have to
2___when the teacher is watching
3___on my own

E I contribute ideas and suggestions for classroom projects
1___never
2___seldom
3___often

F. When I have a long term project, I
1___usually don't finish it
2___put it off to the last minute
3___plan ahead to finish it

G. I think my classmates find me to be
1___disagreeable
2___agreeable
3___cheerfully cooperative

H. I think my teacher finds me to be
1___disruptive
2___no problem
3___cooperative

I. When I think about school, I
1___dread it
2___feel it's OK
3___look forward to it

Score:
Count the threes.
8 or 9 threes give you a "wonderful"
5 or 6 threes give you a "fair"
1 through 5 threes give you a "needs a lot of improvement"

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO LISTEN.
TIME:	30 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS:	PAPER WITH A SQUARE PRINTED ON IT FOR EACH STUDENT

"I CAN LISTEN"

INTRODUCTION: Young students need practice to develop listening skills. This lesson can be used with very young children for this practice.

PROCEDURE:

1. Ask the students to raise their hands if they have ever played Simon Says. Ask one student to explain to the rest of the class how to play. Say, "I may try to trick you by saying one thing and doing something else! You'll really need to listen to what I say. Remember to do what I say, even if I do something different. I'm going to be looking for the good listeners." Give a series of directions such as:

   a) Simon says stand up
   b) Simon says hands on shoulders
   c) Hands on knees (Praise those who kept their hands on their shoulders)
   d) Simon says reach to the sky
   e) Simon says hands on head
   f) Put your hands on your waist (Praise those who were not tricked)

2. Choose a student volunteer to lead the class in the same version of Simon Says.
3. Tell the students that they will need to follow several directions for the next game. Choose volunteers and give directions to one student at a time.

4. Give all directions before the student is allowed to begin.

    a) Walk to the front door, turn the light switch off and on again, and skip back to your seat.
    b) Hop up to the chalkboard, write your first name on the board and jog back to your seat.

    You may increase the number of directions or make them more complex, depending upon the students' abilities.
5. Distribute paper with a square on it to each student. Say, "Now I am going to give you some directions that will tell you what to do on this paper. Take out a pencil or crayon and do what I say. I will only tell you what to do one time." Give the directions slowly. "Look at the square shape on your paper, make a circle inside the square, put an X under the square, draw a line above the square, then on that line, write the first letter of your first name." Walk around the room looking at papers and reinforcing students who followed directions.
6. Summarize by telling the children that to do well in school, it is very important to pay attention and follow directions.

OBSERVATION NOTES

Be alert for students who have difficulty listening and following directions. These students may need individual guidance. You may choose not to do all steps in the procedure.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO LISTEN.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	K-3
MATERIALS:	PAPER, TAPE RECORDER AND TAPE, AND STORY BOOK		

"EARS READY"

INTRODUCTION: Listening is not done just with the ears. It requires adequate hearing but also mental attention and, especially for children, body position that assists the attention process.

PROCEDURE:

1. Say, "Boys and girls, today we are going to learn three special things that will help you become better listeners. These things are called:

    a) "Ears Ready"
    b) "Instant Replay"
    c) "Sound Detector"

    We will practice one of these at a time."
2. "Ears Ready means that when listening to something important, you should stand with both feet on the floor or sitting with your bottom on the seat, face the speaker, and look carefully." Suggest playing a game to see if the class knows what "Ears Ready" means. Give various directions such as:

    a) hands on head
    b) hop on one foot
    c) hands on knees
    d) right foot up

e) eyes closed

After every couple commands intersperse "Ears Ready" and see if all children respond.

3. "The next skill is called Instant Replay. It means stopping the action and repeating what you have just heard. Let's practice this. I'll read from this story book, and stop periodically and say Instant Replay. See if you can repeat the last couple of words I just said."
4. "The final skill we will practice today is called Sound Detector. In this game you will be asked to clap whenever you hear a certain sound or a certain word."

   a) Read a short passage from a story at the student's level and ask them to clap whenever they hear a common word such as "the", "it", or whatever is appropriate to the selection.
   b) Play a record or tape of a song and ask the children to listen for a word or sound which you have previously selected.

   Variation: Instead of clapping, you may ask the students to count on their fingers or make marks on paper and count the number of times they hear the word or sound.

5. Say, "Boys and girls, these three skills are things that your teacher and I are going to continue to practice with you. Your parents might want to use them at home too. Let's make a poster about them so you can take it home and explain to your parents what it means." Ask each students to copy the names of the three skills and draw a picture to remind them of what each means.

OBSERVATION NOTES

Watch for students who need extra help in listening and work with them individually or in small groups.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY: I KNOW HOW TO LISTEN.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 1-3
MATERIALS: A TRAY CONTAINING A VARIETY OF OBJECTS

"LEARNING HOW TO LISTEN"

INTRODUCTION: Students need to know that good listening skills involve hearing, understanding, and remembering important details that have been said.

PROCEDURE:

1. Discuss the following techniques that aid memory:

   a) In order to remember several items that are functionally related (for example, the ingredients for a recipe)remembering the relationship will help in remembering each item. Another example would be the materials needed to make a kite.
   b) Items not related can be remembered by reciting them aloud; adding a little rhythm to this "chart" helps. Example: I need an orange peel, tin can, sneaker, spinach. Sing it in a song you make up.
   c) Writing a list is the easiest way to remember.

2. Display a set of objects related to each other in some way; for example, things needed for painting, things to write with, a group of toys, etc. Name the objects with the class. Ask the students to close their eyes while you remove one object. Then have the them look and try to remember which object is missing. As the students' skill increases, the number of objects can increase. Unrelated objects may also be used.
3. Seat the class in a circle. Explain that they are going on an imaginary picnic. Each one must think of an item to bring on the picnic and add it to the list already started by the student who

has preceded them. They must say, "I'm going on a picnic. I'm bringing..." Repeat everything already stated by the others and add their own choice. Students' must pay close attention, not just to remember the ever-growing list, but to make sure they don't name items already on the list.

OBSERVATION NOTES

Watch for students who have difficulty remembering in this activity. Work with them individually or in a small group.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO LISTEN.
TIME:	20 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: K-2
MATERIALS:	ANY PRIMARY STORYBOOK THAT CAN BE READ IN ABOUT TEN MINUTES

"I CAN LISTEN"

INTRODUCTION: Much learning takes place through good listening. Children need to be taught how to listen at a very early age. This lesson helps reinforce good listening habits.

PROCEDURE:

1. Lead a brief discussion on why it is important to listen carefully at school, especially when the teacher is talking. Some points to be listed deal with politeness, knowing what is going on, and becoming more involved and interested.
2. Tell the class you are going to read them a story and ask some questions when you are finished.
3. Ask them if there are some things they could do to listen better. Make sure to include sitting very still, looking at the teacher, keeping hands and feet quiet and to themselves, thinking only about what the teacher is saying.
4. Read the story to the children. Try to get all children to listen carefully without stopping to correct any child for misbehaving or not listening.
5. When finished with the story, ask the questions you have prepared. Praise the children who have been good listeners. Encourage all to practice the good listening habits discussed in step three every day at school.

OBSERVATION NOTES

Be alert to students who are not good listeners at the story time. They may need individual guidance to develop better listening habits.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO ASK QUESTIONS.		
TIME:	20-30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	1-3
MATERIALS:	PUPPETS		

"TO QUESTION OR NOT TO QUESTION"

INTRODUCTION: Some students have too little confidence or want extra attention, so they continually ask questions. Other students hestitate to ask even when they need help. It is valuable, then, to point out to students when questioning is appropriate and when it is not.

PROCEDURE:

1. Using teacher and student puppets, enact two scenes:

   a) Teacher puppet gives directions for an activity or assignment clearly: Ex.- Put your name on the top line, number from 1 to 10, skipping lines, and write your spelling words in ABC order. Then put your paper in the box and color a picture. Student puppet (Sam) asks: Should I put my name at the top? What words should I write? What do I do when I'm finished?

   b) Teacher puppet gives directions and student puppet (Suzie) comes in late, sits down and doesn't know what to do and is afraid to ask.

2. Ask the students:

   a) What was Sam's problem?

   b) Why did he ask so many questions? (didn't listen well- he felt unsure of himself)

   c) What was Suzie's problem?

   d) Why do you think Suzie didn't ask the teacher what to do? (shy, afraid)

e) When is it very important to ask questions in school? (When I don't understand something- when I've missed the directions- don't have enough information, etc.)
f) When should a student not ask questions? (When he/she can get necessary information by listening or reading carefully- by using a dictionary, etc.)

3. Say, "I'm going to give you some problems. Decide whether or not you need to ask a question."

a) Bobby buys a 5 cent piece of gum and a 3 cent tootsie role. How much money does he have left?
b) Jane had 5 Nintendo cartridges. She loaned some to Sally. How many does she have left?
c) Nick has 4 crayons and Joe has 2. How many do they have in all?
d) Each girl has 3 dolls. How many do they have in all?

4. Say, "It's not only important to know when to ask questions but also to know how to ask them. Let's role-play some question situations and talk about how the question should be asked."

a) Mary needs to borrow Joe's eraser.
b) Jack needs a lunch slip from the secretary.
c) Jim doesn't know how to regroup in addition.
d) Ann needs to find the nurse's office in her new school.

OBSERVATION NOTES

Note students who have difficulty asking questions appropriately and give extra help.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO ASK QUESTIONS.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	1-3
MATERIALS:	NONE		

"ASK AND YOU MAY RECEIVE"

INTRODUCTION: When children learn to ask proper questions, they can gain information quickly. One should not be afraid to ask questions or ask the question again if the answers are not understood.

PROCEDURE:

1. Explain that asking questions is a good way to find out about things and gain knowledge, so it is important to know how to ask the right questions and to know the right people to question.
2. Demonstrate to the class situations in which inappropriate questions are asked or questions are directed to the wrong people. Some examples of inappropriate questioning are: a child asking a teacher who is discussing a trip to the zoo if the class can play a game now; a child asking visitors to the class if they know what the child's name is. Some examples of asking the wrong person a relevant question are: children on their way to lunch asking the custodian what the cafeteria is serving for lunch; a child asking a classmate what the lessons for next week will be.
3. Ask the class to imagine they are going on a plane ride. They are at the airport. What kinds of questions might they want to ask and who would be the right person to ask? For example: What time does the plane leave? From what gate does it leave? How long does it take to get there? Do you get food on the plane? Some of the people to ask would be a ticket agent, flight attendant, baggage clerk, etc.
4. In conjunction with a unit on community helpers, invite a community helper to class after the children have decided what questions would be appropriate to ask that person.

OBSERVATION NOTES

Watch for students who have difficulty asking appropriate questions. Work with them individually or in small groups.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY: I KNOW HOW TO ASK QUESTIONS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 1-3
MATERIALS: NONE

"HOW YOU ASK DOES MAKE A DIFFERENCE"

INTRODUCTION: Students need to recognize that how a person asks for help does make a difference in whether or not they receive that help.

PROCEDURE:

1. Ask the class: "When are some times that you need help?" (Elicit several responses; for example: fixing broken items, getting rides home or to places, practicing music lessons.) List the responses on the chalkboard.
2. Ask the following questions and have several students share answers to each:

    a) What do you do when you need help?
    b) Who usually helps you?

3. Set up the role playing activity by saying, "Sometimes the way a person asks for help makes a difference in whether people want to help the person. Today we're going to role play some different ways of asking for help."
4. Select one pair of volunteers at a time to enact situations listed on the board which might include some of the following examples:

    a) A young child needs help making lunch.
    b) A child asks a parent for help with a homework assignment.

c) A new member of the gymnastic team asks another member where to put some equipment.
d) A student asks another student to play with him/her at recess.

5. Discuss each situation and reenact if time permits. In the discussion, ask:

a) What kind of help was needed?
b) How did the first player ask for help?
c) What did the other player say and do?
d) What are some other ways in which the player could have asked for help?

6. When are some times that a person needs help but might not ask for it? (A person might need help but be among strangers. A person might feel foolish or be embarassed to ask for help.)
7. Discuss how people can tell that someone needs help, even without being asked.

OBSERVATION NOTES

Be prepared to share appropriate ways for students to ask for help under various situations.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY: I KNOW HOW TO START AND FINISH MY WORK WELL.
TIME: 20 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: PICTURES DEPICTING SOME ACTION

"STAYING ON TASK"

INTRODUCTION: The purpose of this lesson is to make children aware of how other students distract them.

PROCEDURE:

1. Ask the students to sit in groups of three.
2. Instruct them to study the picture silently and then take turns commenting on the picture.
3. After three minutes, ask for a progress report from each group. Ask if everyone in the group is on task.
4. When the groups are finished, ask the entire class to share what things were a problem for them in accomplishing the task.
5. Discuss the ways the students can keep others from distracting them: ignoring, asking for cooperation, asking them to stop, moving.
6. Summarize by stating that students are responsible for their own use of time and that it is important they not allow others to distract them from completing assignments.

OBSERVATION NOTES

Move from group to group pointing out behaviors which are distracting so that they are apparent to students at the end of the exercise. If a student is unable to do work with the group, remove the student and explain the purpose of this exercise. This student could benefit from guidance and counseling.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO START AND FINISH MY WORK WELL.
TIME:	30 MINUTES
GROUP SIZE:	CLASS GRADE LEVEL: K-3
MATERIALS:	PAPER, TWO PUPPETS, CONSTRUCTION PAPER (PIECES IN A VARIETY OF COLORS AND SHAPES), PENCILS OR MARKERS, GLUE AND A CHART (WITH A VARIETY OF SHAPES DRAWN ON IT)

"HIDDEN LINES - HIDDEN DESIGNS"

INTRODUCTION: Students are encouraged to identify their satisfaction in completing projects and tasks successfully. This attitude may be helpful in talking about things they complete. The awareness that they are completing tasks and projects builds confidence and a willingness to complete tasks even when that task might be high risk or difficult.

PROCEDURE:

1. Initiate the lesson with puppets talking to each other about a project they are doing.
2. The leader may have the class identify tasks and projects they complete by themselves (tie shoes, ride bikes, make bed, draw pictures).
3. The students may identify feelings about completing tasks.
4. Display a chart which has different shapes drawn on it.
5. The students can discuss that each of the shapes on the chart could be part of a bigger picture, for example part of a hat or a mountain, waves, smoke coming out of a chimney.
6. Distribute paper to the class. Ask the students to select three of the construction paper shapes and paste them anywhere on their paper.
7. Ask them to make a complete picture incorporating the shapes.
8. When the pictures are finished ask students to share with the class.

OBSERVATION NOTES

Children may need encouragement to become aware of the numerous solutions to the hidden lines-hidden design game.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT SCHOOL

COMPETENCY: I KNOW WHERE TO GO FOR HELP WHEN I HAVE A PROBLEM CONCERNING MY SCHOOL.
TIME: 25 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: "PROBLEM SOLVERS" WORKSHEET

"PROBLEM SOLVERS"

INTRODUCTION: This lesson will focus the students' attention on where they can go to get help for a problem concerning school.

PROCEDURE:

1. Lead the class in a discussion of what problems they might have concerning school.
2. Make a list on the chalkboard of the general problems suggested by the students. These should include:

    a) arguments
    b) fighting
    c) hitting
    d) name calling
    e) cheating
    f) threatening by others
    g) tattling
    h) stealing
    i) losing something
    j) getting sick or hurt
    k) school work

3. Ask students for ideas of where they might go to get help for these problems.

4. After eliciting a few responses such as teachers, principal, nurse, counselor, tell the students that you are going to allow them to decide where they would go to get help for the problems listed on the board.
5. Hand out the worksheet "Problem Solvers" to each student.
6. Encourage them to list each problem under the heading of the person they think could help them solve it.
7. Ask for volunteers to share their responses with the class.
8. Discuss the responses as time permits.

OBSERVATION NOTES

Be prepared to give suggestions of problems you want to include. Some of the problems may need to be listed under more than one "Problem Solver" on the list.

PROBLEM SOLVERS

Teacher	Nurse	Counselor	Principal	Secretary	Parent

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT SCHOOL

COMPETENCY: I KNOW WHERE TO GO TO GET HELP WHEN I HAVE A PROBLEM CONCERNING MY SCHOOL.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: WORKSHEET: "HELP"

"GETTING AND GIVING HELP"

INTRODUCTION: All children need help at times but feel uncomfortable asking or do not know whom to ask. This lesson should help students feel comfortable with getting and giving help.

PROCEDURE:

1. Discuss the fact that all children sometimes need help with something at school. Emphasize the fact that we are not simply discussing school work but such basic things as dropping books, carrying heavy loads, finding someone etc.
2. Ask the students to tell about a time they needed help and who helped them.
3. Role play or use puppets to enact a few of the situations presented.
4. Talk about all the resources for help in a school in addition to the teacher and other students. Example: principal, secretary, nurse, counselor, custodian. Ask the student what types of problems each person mentioned could help with.
5. Using role-play or puppets to enact the following scenes:

    a) A pupil is being bullied-he asks the principal for help.
    b) A student has lost a book-she asks the secretary if anyone has turned it in.
    c) A student is sick-he asks the nurse for help.
    d) A student has been physically abused at home-she asks the counselor for help.
    e) A student asks the custodian for more paper towels in the restroom.

6. Encourage the students to make up additional situations to enact.

7. Discuss the fact that we usually need help with things that are difficult for us, and we could probably help others with things that are easy for us but difficult for them.
8. Ask the students to complete the worksheet "Help". Discuss the responses if time permits.

OBSERVATION NOTES

Be alert to students who seem hesitant or who mention something of a serious nature. See them for individual counseling.

HELP

Make a list of things that are the most difficult for you to do and a list of things that are the easiest for you to do. (Suggested areas: school subjects, sports, making friends, doing chores) After making your lists, identify helpers to assist you with your "difficult" items. Make a second list of friends you can help.

Difficult	Helper	Easy	Person I can help

Think of one very special thing you would like to be able to learn to do. Make a list of three places you can go for help (the library, museum, special class, park, farm).

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AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT SCHOOL

COMPETENCY: I KNOW WHAT WILL BE EXPECTED OF ME IN MY SCHOOL.
TIME: 25 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS: "SCHOOL RULES" WORKSHEET, LARGE SHEET OF CONSTRUCTION PAPER OR POSTER BOARD

"SCHOOL EXPECTATIONS"

INTRODUCTION: This lesson will help students understand that rules are necessary for the safety and welfare of everyone at school.

PROCEDURE:

1. Discuss with the students that there are certain rules they will be expected to follow during the school year.
2. Ask for their ideas of rules they think will be needed:

    a) in the classroom
    b) on the playground
    c) in the restroom
    d) in the hall
    e) in the cafeteria
    f) in special classes

3. Depending on the age of the children, the leader might write the above on the chalkboard.
4. Distribute copies of the "School Rules" worksheet to the students.
5. Encourage the students to write rules that would be needed under each heading.
6. Allow the students to share their ideas with the class.

7. As a group, decide on the rules that will be followed for the year. Discuss the reasons for the rules. List them on a large sheet of construction paper or poster board to display as a reminder in the classroom.

OBSERVATION NOTES

Be alert to students who have difficulty understanding the need for rules. They may need individual guidance in the importance of following guidelines for the safety and welfare of everyone.

SCHOOL RULES

1. In the classroom:

2. In the hall:

3. On the playground:

4. In the restroom:

5. In the cafeteria:

6. In special classes:

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT SCHOOL

COMPETENCY: I KNOW WHAT WILL BE EXPECTED OF ME IN MY SCHOOL
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL 1-3
MATERIALS: "RESPONSIBILITIES GUIDE" FOR THE LEADER

"MY RESPONSIBILITIES ARE NOT SO DIFFERENT!"

INTRODUCTION: It is important for children to learn to assume responsibilities to meet the expectations parents and teachers have for them. It is equally important for children to learn that their responsibilities are not that different from those of their parents and their teachers.

PROCEDURE:

1. Explain to the class that they are going to learn what responsibilities are expected of them everyday at school.
2. Brainstorm ideas with the class on what responsibilities are expected of them every day at school and list these on the chalkboard. (See the guide for some possible responsibilities children are expected to meet.)
3. Explain to the students that teachers and parents also have responsibilities they are expected to meet each day.

   a) Brainstorm ideas with the class on what responsibilities are expected of teachers everyday. (See the guide for some possible responsibilities teachers are expected to meet.)
   b) Brainstorm ideas with the class on what responsibilities are expected of parents everyday. (See the guide for some possible responsibilities parents are expected to meet.)

4. Show the students that their responsibilities are not that different from those of parents and teachers. What responsibilities do teachers, parents, and children share? (Be clean, neat, and be on time.)
5. Tell the class that all people, children and adults, have responsibilities they are expected to meet everyday.

OBSERVATION NOTES

Be prepared to supply ideas of responsibilities you want to include for expected student behavior.

RESPONSIBILITIES GUIDE

Children's responsibilities:

1. Be on time.
2. Listen and learn.
3. Follow directions.
4. Do your best.
5. Hand in assigned work.
6. Do not disturb others.
7. Have supplies ready.
8. Cooperate. Be polite and kind.
9. Be honest with yourself and others.
10. Keep desk and area clean.
11. Respect the property of others.
12. Obey school rules.
13. Take care of yourself by eating right and getting enough rest.

Teacher's responsibilities:

1. Be on time.
2. Have work ready.
3. Give good directions.
4. Help us learn.
5. Keep work interesting.
6. Correct papers.
7. Be honest and fair.
8. Like us and be nice to us.
9. Keep good discipline.
10. Give reports to parents.
11. Set a good example for us by looking and feeling their best.
12. Help children be tidy.

Parent's responsibilities:

1. Get us to school on time.
2. Keep us rested and clean.
3. Give good meals every day.
4. Check to see that we have completed our homework.
5. Provide school supplies.
6. Keep house and clothes clean.
7. Work, to provide home necessities.
8. Teach safety rules.
9. Love us and spend time with us.
10. Answer questions we have about things we may not understand.
11. Teach us to be obedient, polite and kind.
12. Teach us about doing chores and limiting T.V.
13. Set a good example for us by looking and feeling their best.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT SCHOOL

COMPETENCY: I KNOW WHAT WILL BE EXPECTED OF ME IN MY SCHOOL.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 1-3
MATERIALS: LARGE PIECE OF POSTER BOARD AND BLACK, GREEN AND RED MARKERS

"SCHOOL RULES"

INTRODUCTION: For effective classroom management, it is important for students to know what will be expected of them and what will happen if they follow or break the rules.

PROCEDURE:

1. Explain to the class that they are going to learn what behavior is expected of them everyday at school.
2. Brainstorm ideas with the group on what would be good behavior rules to follow at school in the classroom during classroom guidance activities.
3. Discuss reasons why it would be necessary to follow these expected behavior rules.
4. Choose the most important rules and write these in black marker under RULES on the poster board.
5. Ask the students for ideas of consequences to use when students don't follow the rules. Also discuss the fairness of the consequences.
6. List the best consequences in red marker under the second category CONSEQUENCES on the poster board.
7. Tell the students that there will be some rewards such as stickers, happy grams, free time, lunch with the teacher, for students who follow the school rules. Ask for their suggestions on rewards. Write the best rewards in green marker on the poster board under category REWARDS.
8. Put up the poster board in a prominent area for all to see. Read over the Rules, Consequences, and Rewards to the students. Tell them this is what is expected of them at school.

OBSERVATION NOTES

Be prepared to supply ideas of Rules, Consequences, and Rewards you want to include for expected students behavior.

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AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY: I KNOW WHAT IS EXPECTED OF ME IN THE NEXT GRADE.
TIME: 20-30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: K-3
MATERIALS: WORKSHEET, TWO OR THREE STUDENTS FROM NEXT GRADE

"READY, SET, GO-FOR NEXT YEAR!"

INTRODUCTION: Students often feel anxious when they think about the next school year. By talking about and planning ahead for the transition, some of their anxieties will be relieved.

PROCEDURE:

1. Tell the students, "This school year is coming to a close, and we are all comfortable with our room, our materials, our schedule, our activities, and each other. Think back to the first day of school."

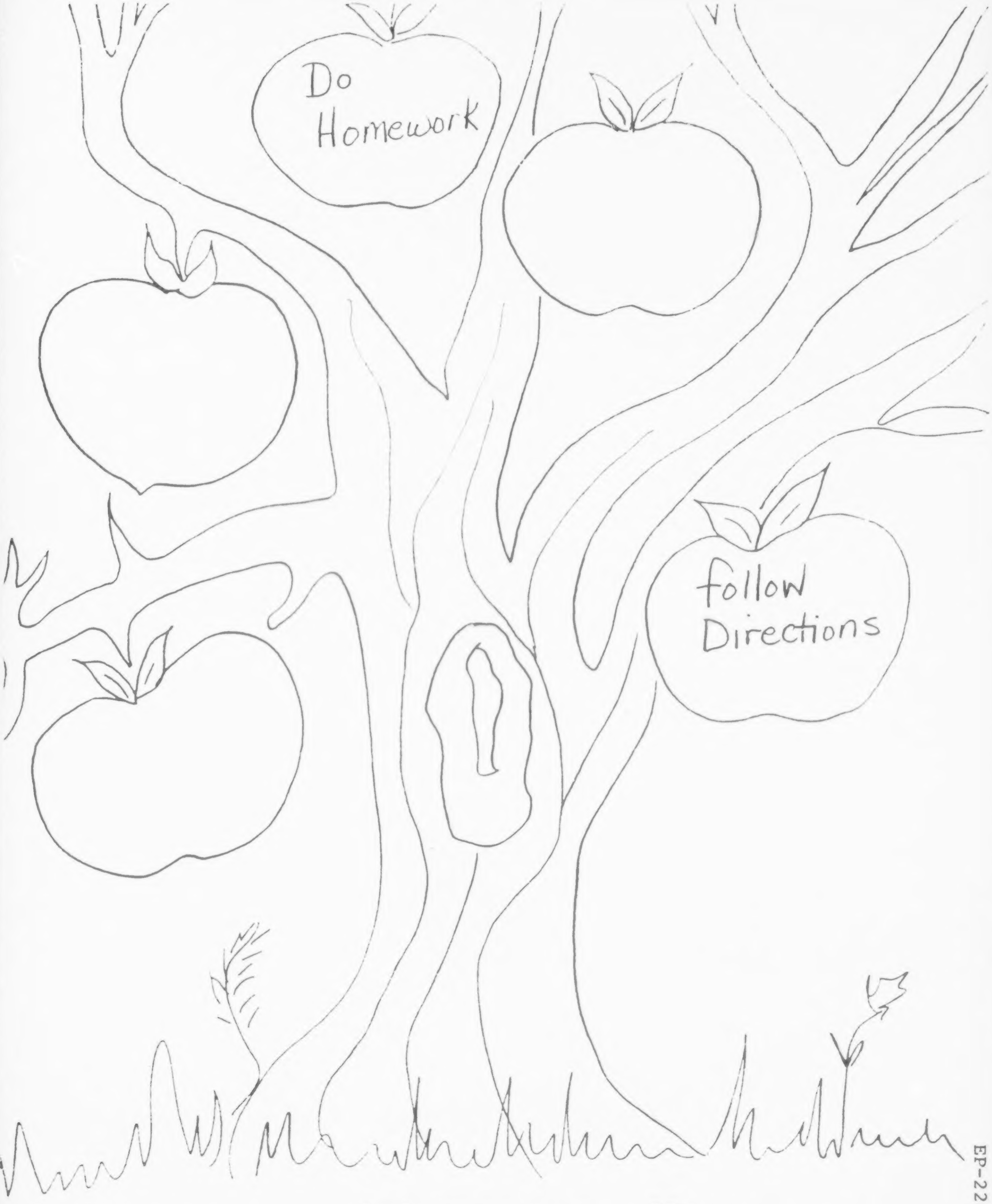
    a) Can you remember what you wore?
    b) Can you remember how you felt?
    c) What did you wonder about your teacher on the first day?
    d) Has the year been different from what you thought it would be?

    "Now, let's think about next year. Do any of you have brothers, sisters or friends in grade___?"
2. What new things do you think you will learn in grade____?
3. What things will be different from this year?
4. What things do you think you will like?
5. What things do you think you won't like?
6. Use puppets or role-play: "Pretend that you are talking to a younger student about what is expected in grade___ (student's current grade). The younger student asks questions and you answer and tell him or her what the year will be like."

7. Introduce two or three students from the next grade level. Allow the students to ask them questions about academics, activities, and expectations for that grade.
8. Say, "Sometimes on the first day of school children bring apples to their new teacher. The best apples you could bring would be your willingness to listen, cooperate, and follow directions." Use the worksheet and ask the students to write in on the apples what they plan to do next year that will make it a successful and pleasant year. Note: Kindergarten students could make one large apple and draw a picture of themselves listening, following directions, working hard.
9. Perhaps students can visit a classroom at the next grade level and meet the teacher and talk to the children.

OBSERVATION NOTES

Watch for students who seem excessively anxious about the next year's expectations and talk with them individually.


Do Homework
follow Directions

Apples for my Teacher 651

EP-220

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY: I KNOW WHAT IS EXPECTED OF ME IN THE NEXT GRADE.
TIME: 20-30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 1-3
MATERIALS: BLANK SHEET OF PAPER FOR EACH STUDENT

"GETTING READY FOR NEXT YEAR"

INTRODUCTION: Students usually have some trepidation about moving to the next grade level. If they can anticipate the changes and possible problems, they may feel more comfortable.

PROCEDURE:

1. Say, "The school year is almost over and next year you will be in____grade. Sometimes moving to a new grade can be kind of scary."

   a) How did you feel on the first day of school this year?
   b) Can you remember anything that made you nervous or worried?
   c) What things about this year were different from last year?

2. "What things will be different in the next school year? What might be expected of you that is new?" List the responses on the board. Ask students to vote on which changes will be most difficult for them to adapt to. Focus on the top three choices. Ask:

   a) Is there anyone who can help you adjust to these changes?
   b) Is there anything you could do over the summer to prepare yourself?
   c) What could you do the day before the first day of school next year?

3. Role play or use puppets. One student will be the "next-year's teacher." They will tell the students what will be expected of them in __ grade. They should also say what they will do to help them.
4. Hand out drawing paper. Ask the students to draw a picture of themselves on the first day of school next year showing something that will be new or different about themselves, school, classroom, books, boardwork.

OBSERVATION NOTES

Watch for students who seem to be very uneasy or verbalize many fears. Work with them individually.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY: I KNOW HOW TO MAKE CHOICES AT SCHOOL THAT FIT MY LIKES AND DISLIKES.
TIME: 15-20 MINUTES INITIAL LESSON; 1 CLASS PERIOD FOLLOW-UP
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: K-3
MATERIALS: PAPER, PENCIL, CHALKBOARD

"FREE-TIME DECISIONS"

INTRODUCTION: Students need to have some control over their school time. This lesson will give them time to brainstorm free-time activities and then decide on one.

PROCEDURE:

1. Tell the students that they will have one period of free-time on Friday. They may suggest activities. At first just brainstorm ideas. Go for quantity not quality. Allow about five minutes for this part of the activity. Record the activities on the board.
2. Go back through the list of activities. Try to narrow it down to several choices. The activity must be interesting, safe, non-disruptive and possible. List on the board any activity that meets all four criteria.
3. Allow the students to vote on an activity.
4. Provide time on Friday to carry out the activity.

OBSERVATION NOTES

The class should have fun discussing this topic but may need encouragement initially to really be creative and free with their ideas.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY: I KNOW HOW TO MAKE CHOICES AT SCHOOL THAT FIT MY LIKES AND DISLIKES.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 2-3
MATERIALS: "LIKES AND DISLIKES" WORKSHEET

"LIKES AND DISLIKES"

INTRODUCTION: When we take the time to examine our likes and dislikes we are able to make better choices about all kinds of things because people naturally choose what they like. This lesson helps the students analyze their likes and dislikes.

PROCEDURE:

1. Explain the purpose of this lesson to the class.
2. Explain that after we complete the worksheet we will discuss the totals and look at how much we have in common.
3. Distribute the worksheet. The activity can be done orally by asking different students the topics on the sheet and keeping a tally on the board.

OBSERVATION NOTES

If any students appear to have trouble completing the sheet, begin to share orally to help get them on track.

LIKES AND DISLIKES

Complete each statement below to help you examine your feelings and get to know yourself a little better.

Three things I like to do are:	Three things I don't like to do are:
________________________	____________________________
________________________	____________________________
________________________	____________________________

Two things I'd like to see are:	Two things I'd like to hear are:
________________________	____________________________
________________________	____________________________

The chore (duty) I most like to do is____________________.
The chore (duty) I like least to do is____________________.

The school subject I like most is____________________.
The school subject I like least is____________________.

I like to read about________________________.
I daydream about________________________.
If I weren't me, I'd like to be____________________.

It makes me angry when__________________________.
I am frightened when__________________________.
I need to practice________________________________.

Time goes by fastest when I________________________.
Time goes by slowest when I________________________.
I wish that I could________________________________.

Tally your likes and dislikes, and write a paragraph about the "real you."

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY:	I KNOW THAT ALL CLASSES (MATH, READING, SCIENCE, ETC.) ARE IMPORTANT IN JOBS AND DAILY LIVING.
TIME:	30 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 2-3
MATERIALS:	"WORKERS IN OUR COMMUNITY" WORKSHEET

"JOB SKILLS"

INTRODUCTION: This lesson will increase student awareness that math, reading, and science are used in jobs and daily living.

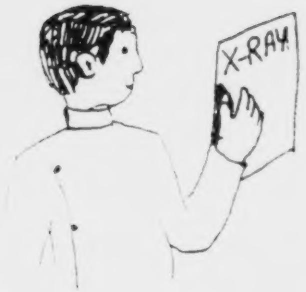
PROCEDURE:

1. Ask the students to share what they want to be when they grow up.
2. Discuss some of the careers and what skills would be necessary to do these jobs.
3. Focus on workers in the community and ask if math, reading, and science would be important for those workers.
4. Distribute copies of the "Workers In Our Community" worksheet to the students.
5. As a group, write ways the community workers would use math, reading, and science in their jobs.
6. Discuss how everyone uses math, reading, and science in everyday living.
7. Close the lesson by summarizing that almost everyone will need some reading, math and science skills in order to live and work as an adult. (The children can color their pictures if desired.)

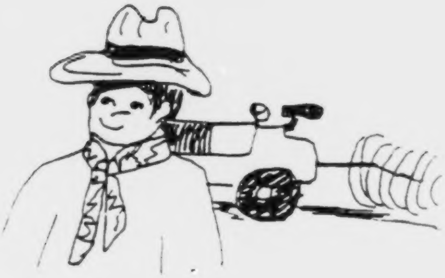
OBSERVATION NOTES

Be alert to children who express ideas that math, reading, and science are not important. They may need individual guidance to accept this idea.

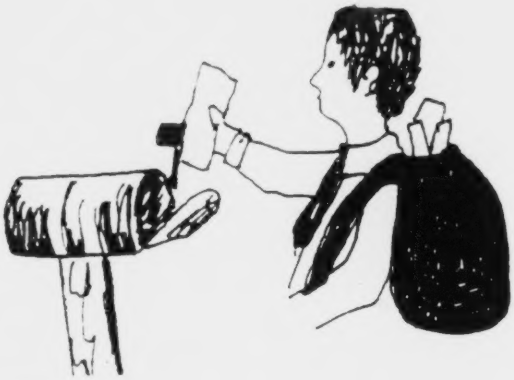
WORKERS IN OUR COMMUNITY



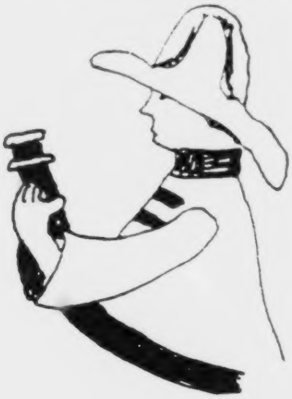
DOCTOR
1. Read materials to diagnose illnesses
2. Math to figure medicine
3. Science to understand illness and medicine



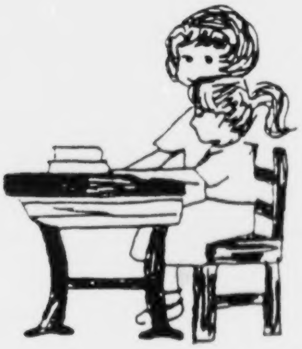
FARMER
1. Read directions for planting, and weed killers
2. Math to figure costs and income
3. Science to understand growing crops and animals



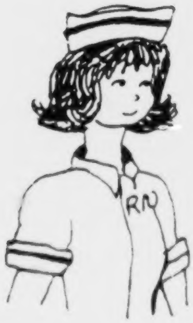
POSTMAN
1. Read addresses
2. Math to put mail in order for delivery



FIREMAN
1. Read addresses, directions
2. Math to measure and estimate
3. Science to understand fire and chemicals



TEACHER
1. Read to teach others
2. Math to teach others and figure grades
3. Science to teach others



NURSE
1. Read prescriptions
2. Math to figure medicine
3. Science to understand illness

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY: I KNOW THAT ALL CLASSES (MATH, READING, SCIENCE, ETC.) ARE IMPORTANT IN JOBS AND DAILY LIVING.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 1-3
MATERIALS: PAPER AND CRAYONS

"WHY DO I NEED TO LEARN?"

INTRODUCTION: Young children need to be exposed to career information. One way to do this is by showing the relevancy of the subjects learned to specific jobs/careers.

PROCEDURE:

1. Give each child a blank sheet of paper and tell them to take out their crayons.
2. Instruct the students to draw pictures of what they want to be when they grow up.
3. Ask each child to hold up his/her drawing in front of the class. Ask the children to tell what they have drawn.
4. After each one has been shared, the following questions need to be asked.

   a) Why would you like to be a _____________?
   b) What things in school will help you to be a good _____________?

OBSERVATION NOTES

Be prepared to suggest school subjects the students are learning which are relevant to various careers.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW HOW TO FIND OUT MORE ABOUT JOBS AND CAREERS.
TIME: 20 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET "INVESTIGATE AN OCCUPATION"

"WATCHA NEED TO DO"

INTRODUCTION: This lesson will focus on helping students to determine what skills are necessary for specific types of jobs and where and how these skills can be developed.

PROCEDURE:

1. Divide the class into groups of two or three.
2. Give each group a copy of "Investigate an Occupation".
3. Each group will decide upon an occupation to investigate and will share knowledge of that occupation. Each group will fill in the information as it progresses through the worksheet.
4. When the worksheet is completed, the teacher will take up the sheets and pull one randomly to read.
5. While reading, pause for comment or input from the class about the occupation. Focus on the educational/skill learning aspect and elicit responses about where this is available in the community.
6. Continue to randomly select sheets as time permits, attempting to vary occupations.

OBSERVATION NOTES

If a student has no information to offer to the group, it might help to move group members so that all are working on an occupation of which they have more knowledge.

INVESTIGATE AN OCCUPATION

Name of occupation ____
What does employee do? ____________________________________

Does worker use tools or equipment? _______ If yes, what kind of tools or equipment?

____

Does job require:

High school education? _____
College? _____
Technical school? _____
Apprenticeship? _____
Union Membership? _____

Which of the above are available in this community? ______________

____

How would you locate the sources of training? ____________________

____

What other qualifications are necessary?

Physical Characteristics______________________________________
Different Abilities ____
Personality Traits____

What abilities would relate to this job? __________________

____

What are the opportunities for advancement? ____________________

____

What are the working conditions and hours? _____________________

____

Are there geographic considerations? ____________________________

____

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW HOW TO FIND OUT MORE ABOUT JOBS AND CAREERS.
TIME: 2 CLASS PERIODS-SEVERAL DAYS APART
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: TWO COPIES OF THE ACTIVITY SHEET, "WHAT IS YOUR JOB?" FOR EACH STUDENT

"WHAT IS YOUR JOB?"

INTRODUCTION: Students need to know how to find out more about jobs and careers in order to plan more effectively for their future.

PROCEDURE:

Day One

1. Explain to the students that jobs and careers are all around them every day.
2. Ask students to give examples of jobs people have at school, at home or in their community. Write some of the jobs on the chalkboard. Be sure to include teacher, custodian, nurse, cafeteria worker, store clerk, bank teller, secretary and doctor.
3. Instruct students to choose five jobs that they would like to know more about.
4. Distribute two copies of "What Is Your Job?" activity sheets to each student. One is to be completed today and the other is to be completed before the second lesson at a later date.
5. Allow students time to complete the activity sheet to the best of their ability. Then lead a discussion of jobs chosen and information written on the activity sheets. Encourage the students to include as many different jobs as possible in the discussion.
6. Collect the papers and save for the second lesson.
7. Tell students they are to take the second activity sheet home with them and complete the information on the same five jobs by talking to people who have that job or by looking up information at the library. They are to have the activity sheet ready for the next lesson.

Day Two

1. Distribute the individual papers from lesson one to the students.
2. Ask the students to share the information they wrote on their second activity sheet.
3. Ask the students the following questions:

   a) Did they learn more about the jobs they had listed?
   b) Was the job different than they thought it would be?
   c) Did anything surprise them?

4. Tell the students to turn their paper over and to write which job interested them the most. Why was it the most interesting?
5. Collect the papers to read the job choices of the class.

OBSERVATION NOTES

Be aware of students who have unrealistic ideas regarding jobs and careers. These students may need individual career guidance.

Follow-up Activity - Have a career fair inviting people who have careers the students chose as their choice to gain further knowledge and interest. Have each student "shadow" a person in the job choice he/she picked for a few hours to gain realistic ideas about the career.

"WHAT IS YOUR JOB?"

Job Title	Duties of Job	Training or Education Needed	Approximate Salary	Prospects for the Future

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW HOW TO FIND OUT MORE ABOUT DIFFERENT JOBS AND CAREERS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: STRIPS OF PAPER WITH INTERVIEW QUESTIONS, RESOURCE PERSONS (CAFETERIA WORKER, BUS DRIVER, PRINCIPAL, CUSTODIAN, NURSE)

"WORKERS WHO HELP US AT SCHOOL"

INTRODUCTION: This lesson is designed to stimulate the children's thinking about the many people who are important to the effective operation of a school.

PROCEDURE:

1. Brainstorm some questions students might like to ask school workers concerning their jobs.
2. List these questions on a poster (or chart) and then on individual strips of paper.
3. Let the students ask the interview questions when the resource person visits the classroom. (It will be necessary to go over the questions with the children in advance to assure their familiarity with them.)
4. Possible interview questions may include:

   a) What do you do in your work?
   b) Do you do the same thing all day?
   c) What time do you come to work?
   d) When do you go home?
   e) What do you like about your work?
   f) Do you have to wear special clothing?
   g) What did you learn when you were in school that helps you in your work?
   h) What tools do you use?
   i) Do you have a family/children?

j) What do you do for fun?
k) Who else helps you do your job?

OBSERVATION NOTES

Assign specific questions to each student, thus giving everyone an opportunity to participate. Notice if a particular student(s) does not ask a question. You may need to role play with the student individually, giving practice and courage to ask an adult a question.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW THE IMPORTANCE OF GOOD WORK HABITS FOR SCHOOL AND FUTURE JOBS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: COPY OF "GOOD WORKERS" ACTIVITY SHEET FOR EACH STUDENT

"GOOD WORKERS"

INTRODUCTION: Students need to be aware of what makes a good worker both in school and on a job. This lesson will help them to be aware of good work habits for any job.

PROCEDURE:

1. Explain to the class that good work habits for any job begin in school. Tell them that more students do poorly in school because of poor work habits than because of the inability to do the work. The same thing applies to jobs. More employees lose their jobs due to poor work habits than due to the inability to do the work.
2. Ask students to give examples of good work habits that everyone should have. Write these on the chalkboard. For example: being on time, good attendance, neat work, accurate, dependable, easy to get along with, interested in the work and able to follow the rules.
3. Distribute copies of "Good Workers" activity sheet to the students. Allow students time to complete their answers (approximately 10 minutes).
4. Let students share their answers orally with the class by reading the items in the order they rank them. Encourage as many students as possible to participate and discuss the good work habits as time permits.

OBSERVATION NOTES

Be alert to any student who makes fun of good work habits. This student may be doing poorly in school and need intervention to improve work habits.

GOOD WORKERS

Listed below are ten good work habits for any job. Next to each good work habit, write why you think this would be important at school and on a job. After you have completed your answers, rank the work habits by writing numbers 1-10 in the blank in front of the good work habit with number one being the most important and number ten being the least important.

	Good Work Habit	Why is this important at school?	Why is this important on a job?
-----	1. Good Attendance	----------	----------
-----	2. Honesty	----------	----------
-----	3. Eager to work	----------	----------
-----	4. Easy to get along with	----------	----------
-----	5. Accuracy	----------	----------
-----	6. Good manners	----------	----------
-----	7. Good grooming	----------	----------
-----	8. Positive attitude	----------	----------
-----	9. Neat work	----------	----------
-----	10. Follow the rules	----------	----------

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW THE IMPORTANCE OF GOOD WORK HABITS FOR SCHOOL AND FUTURE JOBS.
TIME: 30-45 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: CHALKBOARD

"WOULD YOU HIRE ME?-SESSION I"

INTRODUCTION: Children need to understand that employers look for certain qualities in people that make them better employees.

PROCEDURE:

1. Briefly introduce the topic. Ask the class what is the difference between an employer and an employee. List their responses on the chalkboard.
2. Most students will eventually hold some type of fast food, discount store or other after school job. Therefore, use these jobs as examples. List examples on the board in a chart form.
3. With the input of the class, pretend that you are an employer who needs to hire one person. Brainstorm with the class what characteristics the employee should have, such as being punctual, understanding oral directions, and being polite, clean and dependable. Jot them down on the side of the board, then go back and place each characteristic where it would apply to the example jobs listed.
4. Discuss with the class how a person develops these characteristics. Emphasize that the personal responsibilities that teachers stress are the same ones that employers look for, such as coming to school on time, having few absences, completing work assigned on time, looking neat and clean, and getting along with others.
5. Wrap up with the idea that good work habits start very young. Students should be striving to improve their personal work habits.

OBSERVATION NOTES

Look for students that seem to disagree with everything and for those students that habitually have behavior problems in the classroom. They may benefit from an individual conference.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW THE IMPORTANCE OF GOOD WORK HABITS FOR SCHOOL AND FUTURE JOBS.
TIME: 3 LESSONS-45 MINUTES EACH
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: POSTER PAPER, CRAYONS AND WORKSHEETS

"TAKE ONE"

INTRODUCTION: In session one students will be given the opportunity to share their knowledge about good work habits and integrate them into their own work habits by allowing them to develop their own scripts. Session two will give the students an opportunity to be creative in presenting the information gathered in script writing. In session three presentations will be given by each group illustrating the good work habits discussed. This will be followed by a quiz to show students how well they have learned what good work habits are.

PROCEDURE:

1. Session One - Pre-Test.
2. Brainstorm the "good work habits" they are aware of in their everyday work at school. Then, relate them to job requirements. Narrow down the responses to six or seven that relate to punctuality, neatness, task completion, planning ahead, organization of work and wise use of time.
3. Divide the class into groups of three or four and hand out assignment sheets. The task is to write a "commercial" which will show why a person would want to "buy" that idea. The script will require an announcer to read 1 and 6 on the assignment sheet and characters to read 2 through 5.
4. Ask students to have their scripts written by the end of the period (perhaps one in each group will recopy for legibility) so that copies can be made before the next class period for each person in the group.

5. Session Two - Distribute copies of the script to each group. Ask them to read through and make any final changes. Instruct group to determine who reads the characters' parts and who will be the announcer.
6. Hand out poster paper to each group and ask them to design a logo for their commercial to be held up at the beginning and end of the presentation. If they wish, they may also prepare a "jingle" to be sung at the beginning and end of the presentation.
7. Allow for rehearsal time for each person to practice reading their character's lines.
8. Bring class together for a progress report from each group. Draw numbers for order of presentation to be made in next session.
9. Session Three - The order of presentation has already been determined. Hand out a "Take One" poster to the appropriate group. (This is to be held up before each presentation. The "Take One" poster should say "TAKE ONE--NAME OF TOPIC" to alert viewers to the topic to be presented.)
10. Ask first group to stand before class. Hold up Take One poster, jingle, and logo.
11. Announcer reads introduction. Characters read persuasive statements. Announcer reads suggestion to try, the jingle, and the logo.
12. Allow one minute for discussion. Proceed with next presentation. When presentations are finished, pass out quiz.

OBSERVATION NOTES

In session one check with the groups as they work to observe any problems in following directions or coming up with ideas. Students who do not wish to or cannot effectively participate in the group can be given the assignment to work on individually. In session two the leader should work closely with each group during the period, offering assistance as needed. Observe students who are having difficulty with group work and arrange for them to be of assistance to you in the general productions to be held during the next session. Extra attention may help with self-esteem problems for students who find writing or drawing threatening or difficult. They could perhaps assist you with planning room arrangement and with making the "Take One" posters. In Session Three observe students who have had difficulty with this series of lessons. They may need some individualized attention. Be aware particularly of those students who do not fit in with a group, are excluded, or lack self-confidence in asserting their ideas.

"TAKE ONE"-ASSIGNMENT SHEET

A "commercial" is an attempt to sell a product. You are to write a "commercial" to sell an idea. Using one of the "good work habits", write a script which will:

EXAMPLE OF A SCRIPT

1. Give information about the idea (Good manners are expected, make people think good things about you, help social interactions go smoothly).

2. Tell why a person would want to do this (To maintain a good reputation).

3. Give another reason (People like you).

4. Give still another reason (People will ask you to do things with them).

5. Show a result of having used this habit (The people you work with would become your friends and invite you to a party).

6. Suggest that a person should try it (Maybe you should try good manners at your school. Perhaps nice surprises could be in store for you).

Make your script interesting and entertaining. Use as many characters as needed.

The commercial should not be longer than three minutes.

An announcer should read No. 1 and No. 6.

Characters are needed to convey the messages in No. 2-5.

A logo poster can be made to be held up at the beginning and end of the presentation.

A "jingle" can be used at the beginning and end of the presentation.

GOOD WORK HABITS QUIZ

Write T for True and F for False before each statement.

_____1. Going to work late is all right if no one says anything.

_____2. It is important to finish work assignments as nearly as possible to the time they are expected.

_____3. The work on top should always be done first.

_____4. Taking time to arrange materials so they can easily be found is important.

_____5. Using the telephone at work for personal calls is all right if the conversation is shorter than fifteen minutes.

_____6. It is important to look ahead at work to be done so plans can be made to do it efficiently.

_____7. "Sloppy" work is not all right even if it has to be done quickly.

_____8. Do not waste time reading directions unless you have already tried to do something and it came out wrong.

_____9. Everyone is entitled to talk to the people he/she works with during work hours.

_____10. It is a good idea to look as neat and well-groomed as possible on any job.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW SOME REASONS WHY PEOPLE WORK.
TIME: 2-30 MINUTE SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET-"JOB SURVEY"

"WHY PEOPLE WORK"

INTRODUCTION: It is important for students to have a healthy appreciation of the benefits of work. This lesson allows students to think about the many positive reasons for careers or jobs.

PROCEDURE:
SESSION ONE

1. Present the following scenario to the students: There once was a young man who didn't have a career or job. Each morning when he got up he would say, "What will I do today? I don't have a job. I can do anything I want. It's wonderful!" Be sure to point out that the young man is not rich. (Be sensitive to children whose parents are unemployed.)
2. Discuss the following questions: What do you think his day would be like? What things could he do to keep busy? Would he really be able to do anything he wanted? Could he buy food and clothing? Could he afford entertainment like going to the movies, a baseball game or bowling? Do you think he would probably run out of things to do that are free? Encourage students to discuss other questions they might have.
3. Ask students to identify family members or other adults they know who have a career or job. Ask students to explain the various occupations.
4. Discuss why people work and write a list of reasons on the chalkboard. Ask students how they feel about the different reasons. Encourage students to choose the reason that would be most important to them.

5. Emphasize the fact that not only do human beings work for financial reasons, but also for emotional gratification or self-satisfaction. Explain that having work to do keeps human beings feeling useful.
6. Hand out the worksheets. Tell students to talk to six adults about their careers or jobs, complete the worksheet and return it to the counselor. The completed worksheet will be used during the second session.

OBSERVATION NOTES

Some students may be hesitant about talking to adults about the work they do. Make sure they understand that by discussing occupations with adults they will have better understanding of the world of work.

PROCEDURE:
SESSION TWO

1. Review the topic discussed during the first session of "Why People Work". Let students state the various reasons that were discussed earlier.
2. Ask students to look at the survey forms that were handed out during the first session and identify the various adults interviewed. For example: mother, father, uncle, neighbor.
3. Discuss the various occupations of the persons interviewed, as well as their reasons for working.
4. Let students share the various feelings that were expressed about the occupations. Did most people like or dislike their jobs? Why did they feel that way?
5. Discuss how the students felt about having to do the survey. Was it easy or difficult to get information from the adults? What did they learn from the survey? Encourage students to share honest feelings.
6. Distribute the "Job Survey" form and explain to the students that they will complete this one for themselves. Make sure the students understand each heading on the survey. Give a few examples if necessary. Stress the importance of being honest about the reasons for doing a particular job and how they feel about it. For instance, students might state they perform certain jobs because their parents make them.
7. The leader will collect the "Job Survey" forms and read them to find out more about each individual student's attitude about the work they do.

OBSERVATION NOTES

Some students may not understand how some jobs they perform now can be helpful to them in the future. These students may need additional help in realizing this fact.

JOB SURVEY

Job School/Home	Why I Do This Job	How I Feel About This Job	How This Job Has Helped Me
1.			
2.			
3.			
4.			
5.			

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW THAT PEOPLE NEED TO WORK TOGETHER.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: "COMMUNITY WORKERS" HANDOUT; MATERIALS TO MAKE POSTERS

"COMMUNITY WORKERS"

INTRODUCTION: Students need to be aware of the dependence people have on each other. This lesson introduces this concept through the awareness of workers in the community.

PROCEDURE:

1. Explain to the class that people are interdependent and it takes many people doing lots of different jobs in order for their community to exist.
2. Ask students to give examples of jobs people have in their community. Write as many as possible on the chalkboard.
3. Use an example of one person in the community such as a police officer, and show how he/she helps the community as well as how this person needs others to provide grocery services, schools for children and housing.
4. Distribute copies of "Community Workers" to the students. Allow time for them to complete the activity sheet.
5. Allow students to share their responses orally with the class.
6. Collect the papers and make posters of each of the categories in item three. List as many workers as possible in each category and display on a "Community Workers" bulletin board. This will make students more aware of the dependence we have on each other.

OBSERVATION NOTES

Watch for students who have difficulty understanding the concept of interdependence. They may need individual help.

COMMUNITY WORKERS

1. Choose any worker in your community__________________________ .
2. Write as many services as possible that this worker does for the community.

____

____

____

3. Now consider that this worker needs services from many people in the community. Write the workers/services this person would need in the following areas:

Food ____

____

Housing____

____

Education____

____

Clothing____

____

Grooming or
Personal Care____

____

Transportation____

____

Information____

____

Community
Protection____

____

Utilities____

Medical Care____

Community
Services____

____

EI-16

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW THAT PEOPLE NEED TO WORK TOGETHER.
TIME: 2 CLASS PERIODS (30-45 MINUTES)
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: CHAIN HANDOUT - OVERHEAD PROJECTOR

"CORN CHAIN"

INTRODUCTION: This lesson will increase the knowledge of how people depend upon other people for their livelihood and for the consumer products they use. It will strengthen the concept of what "business" is and how it relates to them.

PROCEDURE:

1. Session 1: - With an overhead projector, using the corn chain as an example, show how a chain of people conducting business interrelates with each other to provide jobs and a product which consumers depend upon. (Show each step separately; yet progressively).
2. Discuss what happens when one step fails. For example, what would happen if there was a shortage of fertilizer or steel, or the corn crop failed, or there was a shortage of rubber for tractor tires.
3. Session 2: - Review the corn chain example on the overhead before proceeding with the activity for session 2. Give each student one choice from a list of products (furniture, clothing, cars, etc.) and ask them to do a chain showing how each step produces jobs for another. (See observation notes for small groups)
4. Ask students to summarize how the chain shows the interdependence of people, how the world of "business" is interrelated and its effect on us as consumers.

OBSERVATION NOTES

Walk around the room as students work on the assignment and assist those who have difficulty during Session 2. Small group work may be helpful for them.

CORN CHAIN

SEED

(SEED STORE-SALESPEOPLE)

PLANTING
(FARMERS)
MEN TO WORK
TRACTOR
(TRACTOR STORE-SALESPEOPLE)
(PLANT WHERE TRACTOR IS MADE)
FERTILIZER
(FERTILIZER-STORE-SALESPEOPLE)
(PLANT WHERE FERTILIZER IS MADE)

HARVEST
(FARMERS)
PEOPLE TO WORK
CORN PICKER EQUIPMENT
(CORN PICKER-STORE-SALESPEOPLE)
(PLANT WHERE CORN PICKER IS MADE)
TRUCKS TO LOAD CORN ON
(TRUCK-STORE-SALESPEOPLE)
(PLANT WHERE TRUCKS ARE MADE)

STORAGE

PEOPLE TO WORK
SILOS TO STORE IN
WORKERS TO BUILD SILO
MATERIALS TO BUILD SILO
(PLANTS TO MAKE MATERIALS USED TO BUILD SILO)
(TRUCKS TO HAUL MATERIALS)

SALE OF CORN

COMMODITIES MARKET
PEOPLE TO WORK

TRANSPORTING THE CORN
TRAINS
TRUCKS

DELIVERY TO GROCERY STORES
PEOPLE TO WORK
TRUCKS

DISPLAYING IN GROCERY STORES
STORE MANAGER
PRODUCE MANAGER
PRODUCE CLERK

SELLING IN STORES
CASHIER
ADVERTISING FIRM

DELIVERY TO HOME OR RESTAURANT
CAR OR TRUCK

SERVING THE CORN
COOK
WAITER OR WAITRESS

EATING THE CORN
EVERYBODY-YUM, YUM

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW SOME THINGS I LIKE AND I CAN DO WELL.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEETS-"WHAT JOB IS FOR YOU?" AND "OCCUPATIONAL GROUPS"

"WHAT JOB IS FOR YOU?"

INTRODUCTION: This lesson will help students learn about some jobs that fit their interests and abilities.

PROCEDURE:

1. Ask students to share some things they are good at. Write some of their answers on the chalkboard.
2. Discuss personality traits people have and how they would relate to some jobs. For example/someone who likes children may want to be a teacher.
3. Ask for volunteers to tell some of the things they are interested in. For example: music, sports, and math. Discuss how these might be job related. For example, someone liking music may want to teach music and someone interested in math may want to be an accountant.
4. Tell students that their abilities, personality, and interests play a big part in what kind of a job they will probably get when they get older.
5. Distribute copies of "What Job Is For You?" Instruct students to write their responses and be ready to discuss them when completed.
6. When the students have finished, give them the sheet describing the six job groups adapted from John Holland's Self-Directed Search. Ask students to decide which job category they feel would fit best in at this time.

OBSERVATION NOTES

Be alert to students who have trouble expressing their abilities and interests. They may need individual guidance in this area.

This lesson may be more appropriate for sixth graders.

WHAT JOB IS FOR YOU?

I. Abilities

A. Our abilities often determine our success and failures. This is a list of some of the things I'm good at:

1.
2.
3.
4.
5.

B. This is a list of some things I am not so good at:

1.
2.
3.
4.
5.

II. Personality

A. This list of personal traits best describes the real me. (Examples: cheerful, quick, good at math, helpful)

1.
2.
3.
4.
5.

III. Interests

A. These school subjects interest me the most:

1.
2.

3.
4.
5.

IV. Activities

A. This is a list of my interests, hobbies, and activities both in and out of school.

1.
2.
3.
4.
5.

V. Values

A. Things that are important to us are called our values. This is a list of some of my values.

1.
2.
3.
4.
5.

OCCUPATION GROUPS

Look over your answers on the "What Job Is For You?" activity sheet. Read examples of the six occupational groups as described by John Holland in his study called Self-Directed Search.

The realistic group likes realistic jobs such as automobile mechanic, aircraft controller, surveyor, farmer, and electrician. Members of this group have mechanical abilities.

The investigative group likes investigative jobs such as a biologist, chemist, physicist, anthropologist, geologist, and medical technologist. Members of this group have mathematical and scientific abilities.

The artistic group likes artistic jobs such as composer, musician, stage director, writer, interior decorator, and actor/actress. Members of this group have artistic abilities: writing, musical, or drawing.

The social group likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, and speech therapist. Members of this group have social skills and talents.

The enterprising group likes enterprising jobs such as salesperson, manager, business executive, television producer, sports promoter, and buyer. Members of this group have leadership and speaking abilities.

The conventional group likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker, cost estimator, and tax expert. Members of this group have clerical and arithmetic ability.

Based on your answers on the activity sheet, decide which groups you resemble most. Write your answers below.

I resemble group________________________________the most,
I resemble group________________________________ next and
I resemble group________________________________ next.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING CAREERS

COMPETENCY: I KNOW SOME THINGS I LIKE AND I CAN DO WELL.
TIME: 40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: QUESTIONNAIRE

"A JOB THAT FITS ME"

INTRODUCTION: This activity will help students identify several attributes that would relate to future choices of occupation. The objectives are both to help students identify likes and dislikes and then to relate those personal preferences to the requirements of various occupations.

PROCEDURE:

1. Introduce the lesson with examples or anecdotes about people whose attributes make them absurdly inappropriate for their selected vocation. For example, teachers who don't like children, firemen afraid of heights, dentists who can't stand pain. Allow students to volunteer their own examples.
2. Conclude by emphasizing that it is important that students match their preferences to the requirements and experiences of a job. Distribute the questionnaire with the instruction to think about how each "yes" and "no" would relate to occupational experience.
3. When students are finished, instruct them to go back and pick out ten "yes" and "no" items about which they felt most strongly. As they compile their lists, ask them to determine which occupation might best match their preferences. Allow several students to read their strong preferences and ask class members to brainstorm occupations that might fit.
4. Ask students to list their ideas about what kinds of jobs might match their preferences on the questionnaire. Collect them and write out a comment on the appropriateness of each student's ideas about potential occupations.

OBSERVATION NOTES

Be prepared to offer suggestions to the students which will broaden their present ideas of job possibilities. Try to instill an attitude of positive acceptance for all jobs as useful and necessary.

CAREERS: A LOOK AT MYSELF

WORKING CONDITIONS I WOULD/WOULD NOT LIKE

All jobs have both good and bad things about them. Only you can decide which "bad" things you are willing to put up with in order to enjoy the good ones.

The purpose of these questions is to make you look at things about a job you might not have thought about before.

Answer each question with a "Y" for yes, and "N" for no, or an "M" for maybe. Remember that there are no right or wrong answers--only your answers.

You should not, in all honesty, answer "yes" to all questions; nor should there be all "no's."

1. Do you like to work with:

_____ideas
_____animals
_____plants
_____things
_____people
_____numbers
_____words
_____machines

2. Do you like to:

_____work outdoors
_____work inside
_____fix broken things
_____stay in one place
_____drive a car
_____listen to other people
_____touch other people
_____make new things
_____move around a lot
_____work with very small objects
_____talk to other people

3. If it meant you could earn a lot of money, would you be willing to:

_____work 10-12 hours a day
_____get a college education
_____travel/be away a lot
_____work on weekends
_____get up at 4 a.m. and work 10-12 hours a day
_____work in the evenings or on the night shift

4. Are you physically able to:

_____bend, stoop and reach
_____climb a ladder
_____use hand tools/typewriter
_____hear what other people say
_____see different colors
_____put up with a lot of noise
_____put up with unpleasant odors
_____lift and carry a 50 lb. sack/weight
_____walk, stand on your feet for hours at a time
_____see with 20/40 vision or better

5. Could you:

_____work alone
_____work with other people
_____be pleasant to someone who is nasty to you
_____do many different things in the same day
_____sit in one place for hours at a time
_____speak pleasantly regardless how you feel
_____do the same thing over and over and still be accurate and quick

6. Can you:

_____keep accurate records
_____follow oral directions
_____follow written directions
_____persuade other people to do what you want them to
_____leave your personal problems at home

7. Are you willing to:

_____wear a uniform
_____get your hands/clothes dirty
_____join a union
_____work at a job that is dangerous
_____be neat, clean, and dressed nicely while working
_____be on time and regular in attendance for work

8. Are you the kind of person who can:

_____remain calm in an emergency
_____work with people who are sick or injured
_____work with people who are in trouble and need your help
_____make decisions and accept the blame if they are wrong

_____keep doing the same old thing and do it well

_____meet deadlines and have work ready when it is due

9. Could you work accurately and quickly if:

_____you were in an open place high above the ground

_____there was a lot of noise around you

_____it was usually hot

_____you had to work outside in the rain and snow

_____you were in a small, closed-in confined place

_____there was an unpleasant odor/smell

_____it was usually cold

_____you had to work under pressure

_______ Number of "yes" answers

_______ Number of "no" answers

_______ Number of "maybe" answers

The more "yes" answers you have--and the fewer "no's"--the greater the choice you will have in choosing a career (job).

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

COMPETENCY: I KNOW HOW TO HANDLE "KIDDING" FROM OTHER STUDENTS IF I AM INTERESTED IN ACTIVITIES USUALLY CHOSEN BY THE OPPOSITE SEX.
TIME: 60-90 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: PAPER, PENCILS

"FIREWOMEN AND HOUSEHUSBANDS"

INTRODUCTION: This activity focuses on helping students develop the skills, internal and external, required to rebut "kidding" especially as it relates to kidding about non-traditional choices. This skill will be developed best in an atmosphere that emphasizes respect for individual differences (in self as well as others) on an on-going basis.

PROCEDURE:

1. Self Talk (internal skills)- Generate two lists of occupations and activities: Stereotype male occupations/activities :

   a) fireman
   b) football player
   c) electrician
   d) policeman
   e) company president
   f) surgeon
   h) airplane pilot
   i) fisherman
   j) hunter
   k) woodworker
   l) race car driver

Stereotype female occupations/activity:

a) housewife
b) seamstress
c) nurse
d) secretary
e) cleaning lady
f) professional baby-sitter
g) kindergarten teacher
h) make-up artist

2. Write these occupations and activities on slips of paper and put each set (male and female) in a separate container. Then ask the female students to draw from the traditionally male occupations container and the male students to draw from the traditonally female occupations container.
3. Ask the students to write down the very first thought that comes to their mind after reading the occupation/activity slip they drew.
4. Ask the students to write a few sentences describing specific duties they would perform in the occupation/activity.
5. Divide the class into small groups to discuss the following:

   a) their first reaction to the occupation/activity.
   b) the ease or difficulty they had picturing themself in the occupation/activity.
   c) their self-talk, i.e., what they said to themselves in regards to it being an OK occupation/activity for them.
   d) accuracy of self-talk, i.e., are there really occupations that can only be accomplished by a certain sex.

6. Other Talk (external skills)- In small groups instruct the students to individually role-play the activity or occupation selected previously. While one student is role-playing, the other students can be kidding the student about the activity.
7. Ask the role-playing student then to relate how he/she felt about being teased.

8. Re-play the role-playing. Ask the students to again kid the role-player. But this time the student role-playing should make comments back, such as, "You may be right" or "That's an interesting point." (Note: This time the student is not accepting the kidding statements as true and thus, not taking them personally.)
9. Ask both the role-player and the students who kidded to explain how they felt this time.
10. Emphasize to the students the importance of believing in their own decisions.
11. Personal Application- Ask each student to write a personal choice they have made that went against the traditional role or that was different from their peers. Then ask them to share with the class what they wrote.
12. Ask the students if they have a personal strategy for dealing with "kidding" from their peers.
13. Close by asking the students to complete verbally the following statements:

    a) I learned I was...
    b) When someone kids me, I will...

OBSERVATION NOTES

Be aware of students who may be exploring non-traditional roles/activities. Talk specifically with these students to gain perspective on the level of their coping skills.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

COMPETENCY: I KNOW HOW TO HANDLE "KIDDING" FROM OTHER STUDENTS IF I AM INTERESTED IN ACTIVITIES USUALLY CHOSEN BY THE OPPOSITE SEX.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: PAPER AND PENCIL, COMMUNITY MEMBERS IN NON-TRADITIONAL ROLES

"YOU CAN'T KID ME"

INTRODUCTION: This strategy will help students identify the ways others have dealt with the criticism/"kidding" that may be associated with making a non-traditional occupational/activity choice.

PROCEDURE:

1. Identify community members who have made non-traditional choices in occupations or leisure activities.
2. Arrange for individuals to come to class or for students to conduct an interview (outside of the class) with individuals. The focus of the interview will be on the difficulty and challenge of making a choice that is different from what others might expect as well as the coping skills the individual used when or if others "kidded" them.
3. Conduct a discussion during class on the elements of coping with criticism.
4. Process this strategy by having the students write a "Dear Me" letter. For example: "Dear Me, You have made a choice that's unusual for a boy (girl). Other people might kid you about it. I know you though. You will handle it by..." Encourage students to share their letters.

OBSERVATION NOTES

Be sensitive to those who have made choices that are non-traditional. Provide extra support or practice as appropriate.

PERSONALITY PROFILES

1. James lives outside of town on a large acreage where he has horses and other animals. He often helps his dad, who has a machine shop on the property. They repair farm machinery and small motor vehicles.

   James likes math and also asks to make projects and to build things. He is big and strong for his age and everyone says he is a good ball player.

   Sometimes James forgets about other kids' feelings because he thinks everyone should be like him.

   Jobs for James
   1.
   2.
   3.
   4.
   5.

2. Sue loves to talk--all of the time!! Her parents and teachers really wish she would quiet down. Sue likes to be in plays and always volunteers to be the class speaker. She would much rather give an oral report than a written one.

   In her spare time she organized a neighborhood fair for her favorite charity, and last year she sold the most Girl Scout cookies in her troop.

   Sue gets along with people quite well, although some people think she is "too much."

   Jobs for Sue
   1.
   2.
   3.
   4.
   5.

3. Pete is a quiet boy who enjoys his home and his family. He is interested in cars and all kinds of motors. He reads a lot about them and often draws sketches of his "supercars."

   The other kids think Pete is a good friend, and he goes out of his way to be nice and to do favors for them.

   Jobs for Pete
   1.
   2.
   3.
   4.
   5.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

COMPETENCY:	I KNOW THAT I MAY CHOOSE ANY JOB THAT I LIKE AND I CAN DO WELL.
TIME:	30 MINUTES
GROUP SIZE:	CLASS GRADE LEVEL: 4-6
MATERIALS:	MOUNTED PICTURES FROM MAGAZINES OR NEWSPAPERS, ROLE PLAY EXERCISES

"MY MOTHER, THE TRUCK DRIVER"

INTRODUCTION: Students need to be aware of how they view male/female roles and how they see careers as being relevant to themselves.

PROCEDURE:

1. Show pictures of people working.
2. Discuss each one with an emphasis on the male/female roles portrayed.
3. Role-Play:

Nurse (Boy)	Doctor (Girl)
Secretary (Boy)	Engineer (Girl)
Truck Driver (Girl)	Homemaker (Boy)

4. Discuss feelings about careers generally entered by males or females that are chosen by the opposite sex.
5. Discuss how these role reversals could affect the students' career choices.

OBSERVATION NOTES

Observe students who have negative feelings about role reversals. These students may benefit from individual counseling for self-esteem and attitudes.

ROLE-PLAY EXERCISES

1. Nurse (Boy) walks into the room and says, "Good Morning Doctor" to the girl. Dr. says, "Good Morning Nurse" to the boy. "I am ready to see the patient now."

2. Engineer (Girl) walks into the room. She asks, "Are there any calls for me?" The secretary (boy) answers, "Yes, please call Mr. Brown."

3. Truck driver (Girl) says to the homemaker (boy) husband, "I am leaving now. I will be back in three days." Homemaker husband says, "I will have your favorite dinner ready when you come home. Have a safe trip."

Area I- Category N- Competency 36

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW ABOUT DIFFERENT HOBBIES, SPORTS, AND ACTIVITIES THAT I CAN DO AND ENJOY DOING DURING MY SPARE TIME.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: "TWENTY THINGS I LOVE TO DO" HANDOUT

"TWENTY THINGS I LOVE TO DO"

INTRODUCTION: Students need to be aware of how friends affect their free time. This lesson helps them focus on the things they like to do and how involved they are with their friends.

PROCEDURE:

1. Ask students to share some of the activities they like to do with their friends. This can be a brainstorming session with the leader writing ideas given on the chalkboard.
2. Distribute copies of "Twenty Things I Love To Do" to the students. Instruct them to list their twenty things and label with the appropriate letter or symbol in each column. They should answer the questions at the bottom of the worksheet. Point out that the symbol "P" relates to people who are your friends.
3. After allowing sufficient time for students to complete their papers, lead the students in a discussion of how their friends affect the use of their time.

OBSERVATION NOTES

Make note of students who have difficulty listing things they do with their friends. These students may need individual counseling in improving interpersonal relationship skills.

SYMBOLS FOR COLUMNS

1. A = alone
P = people (friends)

2. $ = $5 or more

3. I = indoors
O = outdoors

4. F = things father would do

5. M = things mother would do

6. G = glamour things
S = simple things

7. D = day
W = week
M = month
Y = year

20 THINGS I LOVE TO DO

		A-P	$	I-O	F	M	G-S	Time	D-W-M-Y
1.									
2.									
3.									
4.									
5.									
6.									

		A-P	$	I-O	F	M	G-S	Time	D-W-M-Y
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									

In general, how do your friends affect the use of your time?

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY:	I KNOW ABOUT DIFFERENT HOBBIES, SPORTS AND ACTIVITIES THAT I CAN DO AND ENJOY DOING DURING MY SPARE TIME.
TIME:	30 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS:	"YOUR INTERESTS" WORKSHEET

"WHAT'S INTERESTING?"

INTRODUCTION: In order for children to explore a variety of leisure time activities that they will enjoy, they need to be more aware of their personal interests and abilities. This activity is designed to help the students discover more about their interest areas.

PROCEDURE:

1. Introduce this activity by asking the students what makes an activity fun. Does everyone agree that in order for something to be fun, it has to be done outside? Do students recognize that what really makes something fun is that the person participating in it is interested in it?
2. Distribute "Your Interests" worksheet to each student. Request that they answer each question thoughtfully. Ask students to put just their initials in the top right-hand margin.
3. Collect the worksheets from each student. Redistribute the worksheets to the class so that each student has someone else's answers. Ask students to read the other person's answers and then list five leisure time activities that they think this person might enjoy based on their interests. This should be done at the bottom of the second page of the worksheet under list #1.
4. Repeat step three with the answers going under list #2. This means that each worksheet will have two lists of five leisure activities that this person might enjoy.
5. Collect the worksheets and return them to the author. Direct the students to look at the lists other students have made of possible leisure time activities and circle the suggestions that sound appealing to them.

6. Divide the students into pairs and encourage them to share the results of their worksheets. Instruct them to notice what interests they have in common and what interests are unique.

OBSERVATION NOTES

Students who have difficulty filling out their interest worksheet and seem not to have any interests at all may benefit from small group sessions that focus on self-awareness.

YOUR INTERESTS

Your interests are things you like to do and they are shown in many ways. They may be something you do with others, such as playing a sport, listening to music, or just talking. Your interests can also be individualized, such as reading, writing a story, or collecting baseball cards.

Below are some questions to help you think about your interests. Note that some of your interests are the same as those of your classmates and some of them are unique.

1. What are some things you like to do in your spare time?

2. What do you usually do after school?

3. Do you take any special lessons? (Musical instrument, karate, dance, etc.)

4. How much time do you spend watching television? Name some of your favorite programs.

5. Have you ever been to: a farm? a circus? a zoo? a national park? the Arch? the Planetarium? the Art Gallery?

6. Which school subjects do you like best?

7. How much time do you spend reading?

8. Do you enjoy sports? In which sports do you participate?

9. What famous person would you most want to be like?

10. Whom do you know personally that has a job you think you might like to do?

LEISURE ACTIVITIES

List #1

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________

List #2

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW ABOUT DIFFERENT HOBBIES, SPORTS AND ACTIVITIES THAT I CAN DO AND ENJOY DOING DURING MY SPARE TIME.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: OLD MAGAZINES, POSTER BOARD, GLUE, MARKERS

"I JUST WANT TO HAVE FUN"

INTRODUCTION: This activity will help students identify their interests. It will show students that what they like to do is important to their well being.

PROCEDURE:

1. Write the definition of hobby on the board.

   Hobby - An interesting or enjoyable activity engaged in for one's own pleasure or satisfaction over a period of time.

   Open this activity by asking the students if they have a hobby. Discuss hobbies and how important they are to people.
2. Ask students to write down all of their activities that they might consider to be a hobby.
3. Introduce the concept of active and passive activities to the class. Define the words.

   Active - Moving or tending to move about.
   Passive - Showing or expressing the effect of an action. Not active.

   Emphasize to the students that they should enjoy activities in both of these areas though they may enjoy one more than the other. Ask students to write A or P next to each of their hobbies.

4. Request that students choose from their list one active activity and one passive activity. Pass out the poster board. Ask students to depict on the poster board, their two chosen activities. Suggestions for this:

   a) drawings
   b) poems
   c) magazine pictures

   Ask students to consider that their name will not be on the poster so they should try to project themselves in the poster.
5. Display all posters in the room. Design a guessing game for the students to guess which poster fits which student. The leader can have prizes for:

   a) most answers right.
   b) most guesses made.

   This is an enjoyable activity for the students to learn about one another.

OBSERVATION NOTES

Some students may find it hard to transfer their interests into hobbies. These students may need individual sessions to clarify this.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW ABOUT DIFFERENT HOBBIES, SPORTS, AND ACTIVITIES THAT I CAN DO AND ENJOY DOING DURING MY SPARE TIME.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: "FUN IS" OPINIONNAIRE, OVERHEAD PROJECTOR

"FUN IS . . ."

INTRODUCTION: Students may not have knowledge of hobbies and activities which are available to them. This lesson will increase awareness of things they already enjoy and offer some suggestions for things they might want to learn to do.

PROCEDURE

1. Brainstorm with the students some of the things they do for fun using the chalkboard or overhead projector.
2. Distribute the opinionnaire to each student.
3. Instruct the students to answer the questions.
4. When finished, ask the students to share their responses with one other person.
5. Lead general discussion with the entire class, allowing students to share their answers. Ask the class to look at the sheet and determine if they enjoy more indoor or outdoor activities. Which ones on the list did they not like? Provide information on where they could find places to use the activities or hobbies they liked.

OBSERVATION NOTES

As the students fill out the sheets, observe those who have difficulty and offer suggestions.

FUN IS . . .

Place a check mark beside the activities you enjoy or would like to do, under "With Others" or "Alone". Add any that are not on the list.

	With Others	Alone
1. Walking in the park		
2. Riding a bike		
3. Eating pizza		
4. Working a puzzle		
5. Going to the zoo		
6. Watching TV		
7. Listening to music		
8. Baking cookies		
9. Reading a book		
10. Drawing a picture		
11. Tossing a ball around		
12. Skating or skateboarding		
13. Playing baseball or softball		
14. Swimming		
15. Playing basketball		
16. Jogging		
17. Writing stories		
18. Writing letters		

	With Others	Alone
19. Doing embroidery, crocheting, knitting		
20. Talking on the telephone		
21. Caring for plants		
22. Caring for pets		
23. Help with cooking		
24. Making airplane or car models		
25. Collecting things (stamps, shells, bottles)		

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW ABOUT DIFFERENT HOBBIES, SPORTS, AND ACTIVITIES THAT I CAN DO AND ENJOY DOING DURING MY SPARE TIME.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS, SMALL GROUP GRADE LEVEL: 4-6
MATERIALS: "WHO INFLUENCES YOU?" WORKSHEET

"WHO INFLUENCES YOU?"

INTRODUCTION: This lesson will help students be more aware of how much influence their friends have on how they use their time.

PROCEDURE:

1. Tell students they are going to talk about the effect their friends have on how they use their time.
2. Ask students to share examples of what their friends do that affect what they are going to do. For example: call on the phone and ask them to go someplace with you or you come to their house to visit with them.
3. Distribute copies of worksheet, "Who Influences You?" to all students.
4. Instruct them to answer the items on the sheet as honestly as they can.
5. Discuss their answers on the worksheet and determine the amount of influence their friends have on how the students use their time.

OBSERVATION NOTES

Students may be surprised that their friends affect the use of their time to a high degree. Be alert to students who report they have no friends to influence them. They may need individual guidance in interpersonal relationship skills.

Name________________________

WHO INFLUENCES YOU?

How much influence do your friends have on you in the following situations?

	Very Much	A Lot	Some	A Little	Very Little	None
1. What you do after school.						
2. How hard you work at school.						
3. What movies you watch.						
4. What sports you participate in.						
5. What you do on weekends.						
6. What you read.						
7. Your extra-curricular activities at school.						
8. How much time you spend on your school work.						

Name______________________

WHO INFLUENCES YOU?

How much influence do your friends have on you in the following situations?

	Very Much	A Lot	Some	A Little	Very Little	None
1. What you do after school.						
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4. What sports you participate in.						
5. What you do on weekends.						
6. What you read.						
7. Your extra-curricular activities at school.						
8. How much time you spend on your school work.						

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND HOW TO DEAL WITH FEELINGS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET- FEAR INVENTORY

"WHAT IS FEAR?"

INTRODUCTION: This activity can be used to help students explore their own fears and take steps to overcome them. Students will be encouraged to take part in a fear survey and a discussion about what they discovered about their fears.

PROCEDURE:

1. From the following list, have students identify what they would be most afraid of. This list can be passed out to students. The students can circle their choices.

Fear Survey:

What would you be most afraid of? How many would you choose?

a) Rock climbing
b) Diving from a high diving board
c) Giving a speech to the whole school
d) Taking a final exam
e) Calling the principal on the phone
f) Climbing to wash second story windows
g) Walking home alone in the dark
h) Going to a party of strangers
i) Riding in a speeding car
j) Going to the dentist
k) Walking by a giant Great Dane dog

2. From the fear survey, make two lists on the board: physical fears and emotional fears. Ask students which fears they chose were physical and which fears were emotional. Make a list of these fears on the board. (Explain: physical fear- fear of bodily harm, injury or death. emotional fear- fear of hurt feelings, "What will people think?")
3. Next, a discussion can take place using the following questions:

   a) How can you tell when someone is feeling afraid? (red face, crying, silence)
   b) Why don't some people like to admit they are afraid? (They don't want to look bad or they feel inadequate or stupid)
   c) How can you tell when someone is trying to cover up being afraid? (giggling, acting cool)

4. On the board write the following:

   Recognize it
   Share it
   Take steps to overcome it

   Explain to students that these are some things you can do when you are feeling afraid.
5. Using the fear inventory activity sheet, students should write down seven things they are afraid of. You may want to divide the class into groups to discuss their fears. Then the students mark whether the fear is physical or emotional- P or E.
6. After discussing these fears on the activity sheet, students write down one fear they would like to overcome and something they would do about this fear. Encourage students to help one another identify steps they can use to overcome fears.
7. With the total class, conclude the lesson by reinforcing the following steps to overcoming a fear:

   a) Recognize it
   b) Share it
   c) Take action. These are some choices:

1. Learn more about what you are afraid of.
2. *Try it*
3. Avoid it
4. Ask for help
5. Let go of it; accept it

OBSERVATION NOTES

Students may not realize that fear is a common human feeling. Students may be reluctant to talk about fears at first. You may want them to choose only one fear that they may feel comfortable to discuss with others. This lesson should precede "Fears-You Can Face Them!".

FEAR INVENTORY WORKSHEET

Mark P or E - Is this physical or emotional fear?

		P or E
1.	________________________________	_____
2.	________________________________	_____
3.	________________________________	_____
4.	________________________________	_____
5.	________________________________	_____
6.	________________________________	_____
7.	________________________________	_____

One fear I would like to overcome is...

Something I can do about this fear is...

Steps to overcome a fear:

1. Recognize it
2. Share it
3. Take action. These are some choices:
    a) Learn more about what you are afraid of
    b) Try it
    c) Avoid it
    d) Ask for help
    e) Let go of it - accept it

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY:	I UNDERSTAND HOW TO DEAL WITH FEELINGS.
TIME:	1 CLASS PERIOD
GROUP SIZE:	CLASS GRADE LEVEL: 4-6
MATERIALS:	STRENGTHS AND PUT-UPS SHEET

"YOU CAN CHOOSE"

INTRODUCTION: Students can learn strategies for dealing with sadness and unhappiness. By realizing they possess strengths and by using positive self-reinforcement, students can feel more capable in coping with sad feelings and unhappy situations.

PROCEDURE:

1. Give examples of how people see situations in different ways depending on their own viewpoint. Mother may be very happy about Aunt Helen coming to visit and Dad may be very unhappy. The problem may not be Aunt Helen, but how Mother or Dad perceive the visit that creates the problem.
2. Discuss how it is possible to think in different ways about things. What can people say to themselves when faced with an unhappy or sad situation?
3. From the attached sheet, write on the chalkboard or use the overhead to introduce some ideas about personal strengths and statements which help to improve positive thinking. Emphasize that thinking about these positives can help to change the feelings being experienced.
4. Review and summarize the lesson content. Emphasize that people do, to a large extent, choose what they think about things and that how they think affects their feelings.

OBSERVATION NOTES

Be aware of students who express deep or chronic sadness or unhappiness. Evaluation for individual counseling is indicated.

PERSONAL STRENGTHS

1. I am able to express my feelings to myself and others.
2. I know that this feeling will not last.
3. I am able to ask for help from others.
4. I know that I am a capable person who can do many good things.
5. I can identify feelings of others.
6. I understand how others' feelings affect me and how I can be in charge of my own thinking and feeling.
7. I can think of many possible thoughts about a situation and choose one which is positive.
8. I can give myself put-ups instead of put-downs.

PUT-UPS

1. I am likeable and lovable.
2. I am capable of doing many things for myself and others
3. I am able to withstand set-backs.
4. I am able to wait until things change.
5. I am a caring person.
6. I am a considerate person.
7. I respect others.
8. I am a good friend.
9. I help others.
10. I have good manners.
11. I follow school rules.
12. I follow home rules.
13. I forgive myself and others for their mistakes.
14. I accept responsibility for my own actions.
15. I try to think positively about situations.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND HOW TO DEAL WITH FEELINGS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: NONE

"FEARS-YOU CAN FACE THEM!"

INTRODUCTION: Students are encouraged to examine some common fears and to learn some positive ways of coping with them. Students will learn about physical fear, such as the fear of bodily harm, and emotional fear, such as the fear of hurt feelings. Discussion may include fears surrounding drug abuse and fears kids try to avoid. Other discussion questions may include who has the most pressure to deny fears? Boys, girls, or adults? All students need to know that dealing with common fears is healthy.

PROCEDURE:

1. Hold a discussion of fear, recalling when the students have been afraid and thinking about the effect of fear on the students' bodies. Compare small fears with larger fears.
2. The leader may begin the activity by drawing a fear continuum on the board. Extremes can be labeled: Uneasy______________________Petrified. Choose three to six students to stand along the line according to the degree of their feelings. The leader will read certain situations and the students will move along the continuum. After they place themselves, students might be given the opportunity to explain why they stood at a particular spot.
3. The leader may lead a discussion of some kinds of fears, including physical or emotional.
4. Students can show that they recognize the difference by signaling one finger for physical fear or two fingers for emotional in response to hearing the situation read again.
5. The leader may focus on coping strategies for emotional fears. The steps can be written on a chart or on the board. These strategies may include:

   a) Acknowledge it

b) Analyze it (figure it out)- List reasons for emotional fears (appearing dumb, awkward, babyish, not being liked)
c) Share it with someone you trust
d) Take steps to overcome it. (Recognize personal power and strength in the situation)

6. Students may role play any of the situations or students may make up situations of their own. Appropriate closing discussion can end the session.

OBSERVATION NOTES

Be aware that some students may be open to ridicule by admitting their fears. Help students to recognize that these are common fears shared by many. Do the lesson "What is Fear?" before this one.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND HOW TO DEAL WITH FEELINGS.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6
MATERIALS: ASSORTED MAGAZINES, LARGE POSTERBOARD, WHITE GLUE, MARKERS, SCISSORS

"FEELING COLLAGE"

INTRODUCTION: This activity provides students an opportunity to explore in a concrete manner the relationship among thoughts, feelings, and behavior. This activity is particularly effective with students who lack strong verbal skills.

PROCEDURE:

1. Introduce the activity by selecting a photo or picture of a person showing a strong emotion. Display the photo and ask students to state what feelings the character is displaying and what might the person do because of the present feeling.
2. Request that students reflect upon a strong feeling that they have experienced recently. This could have been either a positive or negative feeling.
3. Suggest that each student look through the magazines and select several pictures that illustrate the feeling they recalled in procedure two. They are not to verbalize the feeling.
4. Instruct students to cut out and paste the feeling pictures on a group poster in collage form. Explain and demonstrate if necessary. Direct a student to number the photos with a marker.
5. Ask each student to look at two photos that are not their own. They are to orally describe the feeling they see, and provide a possible course of action the character may pursue. The owner of the photos selected will give feedback on the feeling they intended to portray, and what they actually did about the feeling when they had it.
6. Reinforce the relationship between feelings and actions throughout the exercise. Point out the differences in actions that people will take even though the feelings are the same.

OBSERVATION NOTES

Be aware of students who appear to rely on less effective behaviors for dealing with strong feelings. These students would benefit from individual help in learning alternative courses of action.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND HOW TO DEAL WITH FEELINGS.
TIME: 2-30 MINUTE SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: HANDOUTS-"EMPTY LIZZIE", "ANGER", "IT'S OK TO FEEL ANGRY...IT'S NOT OK TO HURT SOMEONE ELSE" EXCERPT FROM: PROJECT CHARLIE

"ANGER"

INTRODUCTION: Students need to think of positive ways to handle their anger. Students will learn techniques in recognizing their own anger and how they can resolve the conflict without violence.

PROCEDURE:
SESSION I

1. Focus the students' thinking on anger by discussing the following points written on the board or a poster.

    a) It's OK to be angry, but not OK to hurt someone else.
    b) Anger can be useful or harmful. (Discuss positive aspects of anger: high energy, assertiveness. Discuss negative aspects: disrupts communication, ruins relationships, can be unhealthy in long term)
    c) Anger has three parts: thoughts, feelings, and actions

2. Read the story "Empty Lizzie" to the class.
3. Draw a bag on the board. Ask students to recognize each time Lizzie got angry in the story. Shade in part of the bag each time. The bag should be completely shaded at the end of the story.
4. Lead a discussion using the following questions.

a) What happened to Lizzie?
b) What could she have done differently?

5. Distribute the anger activity sheets and instruct the class to fill them out. This will allow them to recognize anger in themselves. Extend this activity by inviting students to volunteer their responses. Relate student responses to the three main points about anger written on the board. Students should keep the sheets for use in the next lesson. Close the session by summarizing the main points and previewing the next lesson on coping with anger.

SESSION II

1. Quickly summarize the points from the last lesson on anger.

   a) It's OK to be angry but not to hurt others.
   b) Anger can be useful or harmful.
   c) Anger has three parts: thoughts, feelings, actions.

2. Emphasize the need for learning ways to make anger useful. Lead the class in a brainstorming exercise about positive methods for handling anger. Some important responses to include:

   a) Recognize your anger and its intensity.
   b) Stop and think. Relax, breathe deeply.
   c) Find a non-hurtful way to let out your energy.
   d) Tell someone how you feel.
   e) Find another way to meet your needs, compromise.

3. Introduce the class to a simple deep breathing exercise to use when they are angry. Instruct the class to take five deep breaths while they think to themselves, "I'm relaxing my hands, "I'm relaxing my arms, I'm relaxing my chest, etc." Allow students to report their responses. Ask them what would make it difficult to apply this technique when they are angry. Explain that this idea might be helpful to some but not necessarily all students.
4. Illustrate the importance of talking through anger. Ask for a student volunteer to share an angry experience with the class. Use active listening skills. Ask the students to share the feeling of being understood. Call attention to changes in facial expression and posture during

the exercise. Be prepared to share an experience of your own if you can't get a student to volunteer. If time permits allow more students to share.

5. Summarize the various methods for handling anger.

OBSERVATION NOTES

The leader should observe students who are not responsive to any of these techniques. These students may need individual or small group sessions in conflict resolution.

EMPTY LIZZIE

Empty Lizzie is the story of a girl who never learned how to handle her anger. She stores up her anger, sort of like stuffing it in a big bag. This is a story of one day in the life of Empty Lizzie.

Lizzie gets up and starts to get ready for school. She goes to her closet to get her favorite shirt, but it isn't there. She looks all over and can't find it, and then her sister walks in wearing it. This makes Lizzie really angry, but she doesn't do or say anything; she just stuffs anger inside.

Lizzie puts on a different shirt and goes downstairs for breakfast. Right in the middle of her breakfast, the cat jumps up on the table and spills Lizzie's orange juice all over her. Again, she feels really angry but doesn't do anything; she just stuffs it away as she goes and changes her clothes.

Just as Lizzie runs out the door to catch her bus, the bus pulls away, so she has to walk to school.

During Lizzie's first class, the teacher starts to collect the students' papers. Lizzie realizes she has forgotten hers at home.

Finally, it is recess time and Lizzie goes out to play with her friends. Just as she is coming back into the building, someone grabs her hat and throws it in a mud puddle. She doesn't do anything; she just stores up more anger.

Lizzie manages to survive the rest of the day and is looking forward to listening to her new record when she gets home. As she walks into the living room, she sees her little brother playing her new record. By this time she has stuffed so much anger inside that she is full--so she explodes. She yells at her brother, punches him in the arm, and picks up her record and throws it on the floor.

ANGER

Three things that I get angry about are:

1. ______________________________
2. ______________________________
3. ______________________________

Three things that people get angry at me about are:

1. ______________________________
2. ______________________________
3. ______________________________

Two negative things (bad) I do when I get angry are:

1. ______________________________
2. ______________________________

Two positive (good) ways I act when I am angry are:

1. ______________________________
2. ______________________________

A time I really lost my temper was . . .

____
____
____

A time I almost lost my temper but controlled myself was . . .

____
____
____

A time I stored up my anger and took it out on the wrong person was. . .

____
____
____

IT'S OK TO FEEL ANGRY . . .
IT'S NOT OK TO HURT SOMEONE ELSE!

Three things people get mad at me about are . . .

1. ______________________________

2. ______________________________

3. ______________________________

A time I really lost my temper was . . .

____

____

____

Positive ways I can handle my anger are . . .

1. ______________________________

2. ______________________________

3. ______________________________

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I KNOW HOW TO EXPRESS THOSE THOUGHTS AND FEELINGS THAT ARE IMPORTANT TO ME.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: FEELING CUBES- MADE FROM ACCOMPANYING MATERIAL

"ROLLING THE FEELING CUBE"

INTRODUCTION: Students at this level have probably been introduced to the five basic feelings. This lesson is designed to reacquaint them with their feelings, and extend their understanding to consider such issues as why it is important to identify and accept feelings and why is it difficult to do so. This lesson is designed to be an introduction to a series of lessons concerning the interaction between feelings and behavior.

PROCEDURE:

1. Show pictures illustrating each of the five basic feelings:

    a) mad
    b) sad
    c) glad
    d) scared
    e) ashamed

2. Define each feeling as it typically occurs in various situations.
3. Discuss the causes and influences on feelings:

    a) Some situations usually are associated with specific feelings. Examples: Put-downs are usually associated with anger and sadness, which can cause anxiety and fear; compliments are associated with happy feelings.

    b) Examples: Some physical states are also associated with specific feelings. Sickness is often associated with sadness, moods can fluctuate naturally over time, and exercise often improves one's moods.

4. Emphasize the importance of identifying feelings in yourself so that you don't blame others for how you feel and so that you can do something about it. Examples: When you feel sad, you might want to avoid conflict situations, because you may be more prone to lose your temper; you might also choose to try to talk to someone since being understood helps relieve sadness.
5. Discuss why it is difficult to be aware of some feelings:

    a) Some feelings are too painful to acknowledge
    b) Some feelings are often considered to be unacceptable, such as:

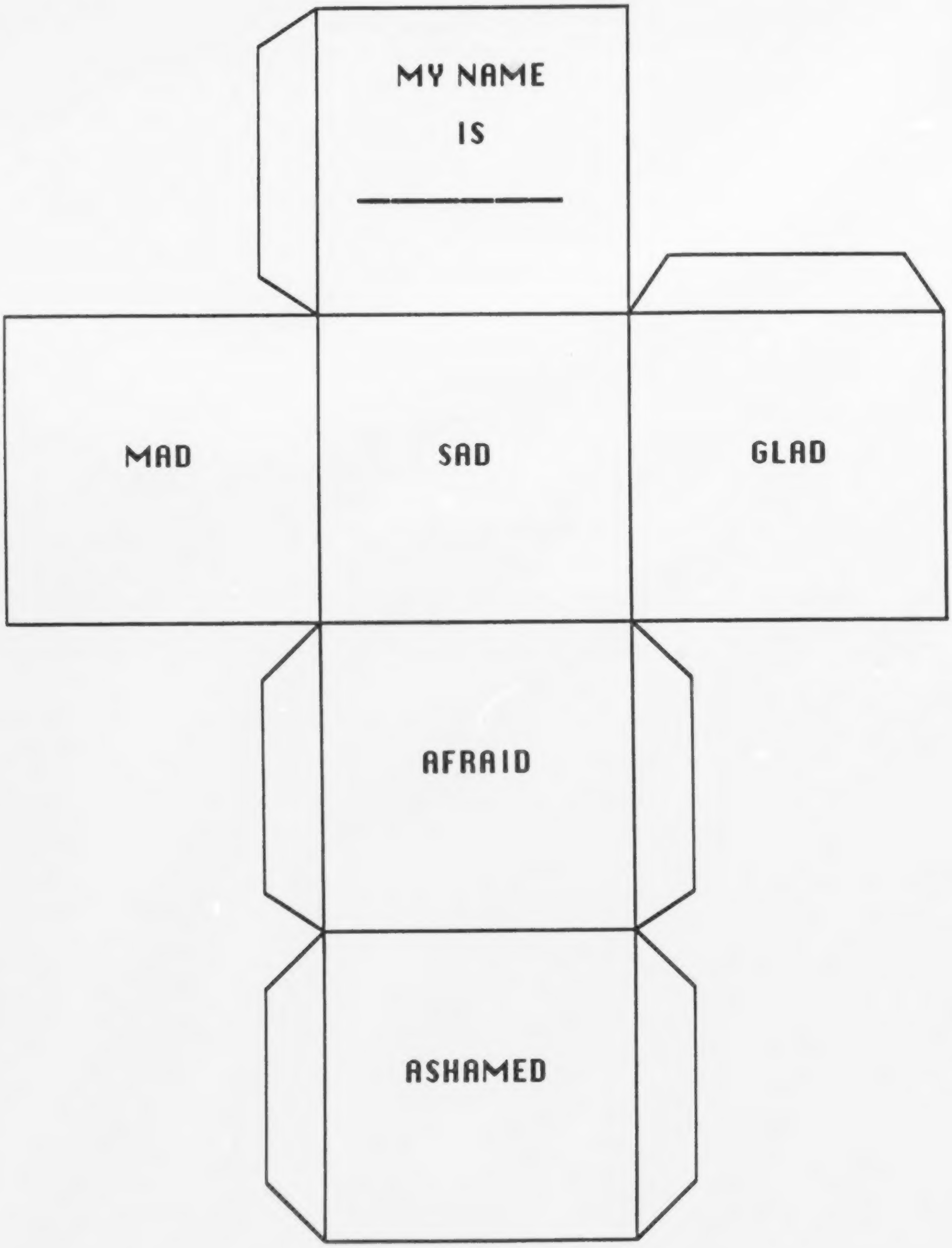
        1. Boys often consider it un-masculine and therefore unacceptable to show fear.
        2. Girls are discouraged from expressing anger or aggressiveness.
        Assure the children that if they feel these things they are not weird. In fact, everyone experiences these feelings. Some are just better at covering them up.

6. Divide the class into small groups of six or seven. Instruct them to take turns rolling the cube given to their group and to make a statement using this form:
"I felt___________, when___________."
(Allow them to pass if they come to a roll they are unable to discuss.)
7. Process the activity by asking each group to report what feelings were hard to communicate. Have students raise their hands if they were surprised by anything anyone said?
8. Conclude by re-emphasizing the importance of identifying feelings. Prepare the class for further treatment of the issue.

OBSERVATION NOTES

As with any exercise involving student self-disclosure, be alert for students expressing a need for further counseling.

FEELING CUBES


MY NAME
IS
MAD
SAD
GLAD
AFRAID
ASHAMED

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I KNOW HOW TO EXPRESS THOSE THOUGHTS AND FEELINGS THAT ARE IMPORTANT TO ME.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: NONE

"THE ART OF COMMUNICATING"

INTRODUCTION: It is important for students to learn to communicate assertively in an effective manner. These activities will enable students to learn different types of communication and how it affects the outcome of a situation.

PROCEDURE:

1. Write on the board the three types of communication that will be discussed: assertive, non-assertive, aggressive. (These should be defined with examples).
2. Discussion: There are non-effective ways to ask for what you want.

   a) Can you name non-effective forms of communication. (pouting, sulking, crying, begging)
   b) Do you know anyone who uses these methods?
   c) How does it make you feel when someone uses these methods?
   d) Have you ever asked for anything in these ways? If so, give examples.

   The fact is that when you use non-effective communication to get what you want, it makes you feel bad and it also makes everyone around you feel bad.
3. Divide the students into three groups:

   a) Have each group "act out" one of the communication models.

b) Have a discussion after each model. Discuss how each student acted in order to communicate their behavior.

4. Discussion: There is a better way to ask for something rather than using aggressive behavior. It is not hinting or suggesting but it is direct and straight. Have students give examples after you write these suggestions on the board: Stand or sit up straight, look directly at the person, keep eye contact, talk in a normal voice, be honest and direct. Remember, it's okay to ask for what you want, but don't expect to always get it. We can't always have what we think we want but in some ways it makes us feel better if we have asked for it in a respectful manner. When we treat others respectfully, we are usually treated the same way in return. Sometimes it even turns out better when we don't get what we want. Have the students give some examples of this.
5. Role-play activity: Select students to show effective and non-effective ways to ask for what you want in each of these situations:

   a) A friend asks you to spend the night and you ask your parents.
   b) You want to take some money out of your savings account to buy a new toy.
   c) You want to stay out later than usual.
   d) You want your brother to help you with your math problems.
   e) You want an expensive pair of tennis shoes.
   f) You want to go to the park and your friends don't.

6. Assign students to keep a journal for one week. Ask them to tell about incidents when they were assertive, non-assertive and aggressive. Students can state their specific feelings at the time of each behavior and decide if they felt that it was appropriate behavior for the situation.

OBSERVATION NOTES

By using both individual and group role-playing you should have all students participating. Set goals for those students who continue using non-effective communication techniques.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY:	I KNOW HOW TO EXPRESS THOSE THOUGHTS AND FEELINGS THAT ARE IMPORTANT TO ME.
TIME:	2-30 MINUTE SESSIONS OR 1-60 MINUTE SESSION
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS:	"I" STATEMENTS WORKSHEET FOR ALL KIDS

"COMMUNICATION AT ITS BEST "

INTRODUCTION: Students need the skill of expressing feelings and thoughts without threatening, judging, or blaming. The I-Message is modeled by role play. The counselor might direct the group to identify feelings generated by the situations before forming the I-Statements. Students might follow this pattern in constructing I-Statements. "I feel_______when you______because it seems________. I want you to_________."

PROCEDURE:

1. Talk about the need to communicate thoughts and feelings without threatening, judging or blaming to keep relationships healthy.
2. Review the interrelationship between thoughts, feelings and actions and how these thoughts and feelings trigger actions which in turn trigger feelings and thought in the minds of others.
3. Distribute the activity sheet to each student.
4. The counselor might role-play the first situation showing the effects of unhealthy put-down communication. Examples are:

   a) "Some friend you are, you're a creep; you're the worst friend I have." (judging)
   b) "You're going to ruin my party, ruin my birthday, by not coming; it's your fault that my birthday party will be a flop." (blaming)

c) "I am going to tell everyone what a creep you are." (threatening)

5. After the role playing or modeling, the leader might see if the class could detect the feelings communicated (anger, fear, hurt). Ask how the person being put-down might have felt. What kinds of things were said? Elicit, "judging, blaming, and threatening," and write on the board. If time allows, discuss the need for positive communication for friendship enhancement and long term relationships.
6. The leader can model the positive alternatives to the same situation. Follow the pattern, "I feel_________ when you________because it seems_______. I want you to___________." Comment on resulting feelings in the positive approach. Write this formula on the board.
7. Divide into small groups or pairs to generate I-Statements for each situation on the worksheet. Note: each pair may select three or four if time is short.
8. Regroup and share I-Statements.
9. Each group may indicate when these statements might be helpful in their communication.
10. If time is short, eliminate some discussion in favor of more time to develop I-Statements. The leader may want to circulate and give small group assistance. This activity can be associated with active listening.

OBSERVATION NOTES

Students who do not learn to make I-Statements may need individual tutoring.

"I STATEMENT" SITUATIONS WORKSHEET

1. Your friend has been sulking and acting sad all day. You don't know the reason.
2. Your brother or sister is playing the stereo so loud it is interfering with you finishing your homework.
3. Your best friend is an hour late to go somewhere with you.
4. A parent takes you out for your favorite meal.
5. Your brother or sister borrows something and does not return it.
6. You are yelled at by a parent or teacher.
7. Your mom or dad spends an entire day with you doing things you want to do.
8. You are blamed for something you did not do.
9. A friend keeps asking to copy your homework.
10. You are called a name by someone.
11. You have to do a speech in front of the class and someone is giggling.
12. Your brother or sister teases you in front of a friend.
13. Your mom or dad brings you a gift you have wanted for a long time.
14. Your brother or sister keeps getting into your things at home.
15. You have a fight with a friend over something she said about you.

Area II- Category B- Competency 7

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I KNOW HOW TO EXPRESS THOSE THOUGHTS AND FEELINGS THAT ARE IMPORTANT TO ME.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET- THE HAPPY ME

"FEELING HAPPY"

INTRODUCTION: Students will explore the things which make them feel glad or happy. Happiness is contagious and other people will be affected by the happiness you feel.

PROCEDURE:

1. Discuss with students the things that make them happy or glad. Happiness is one of the nicest feelings we have. What sights, sounds and smells make you happy?
2. Discuss with students how feeling happy differs from feeling bad (sad, mad, or ashamed.)
3. Ask students what physical changes occur when they feel happy or glad?
4. Happiness can be contagious. Ask students to cite examples of how people react to them when they act happy or glad. Do they smile, laugh, or joke?
5. Break students into groups of three and four and ask them to share their feelings about the following situations:

    a) A time when someone made me happy.
    b) A time when I made someone happy.

6. Hand out "The Happy Me" activity sheet and ask each student to complete it. Break into small groups of three or four students to share their answers.

OBSERVATION NOTES

Give all students the option to "pass" when responding to question and activity items. Most students will choose to be involved but there may be a few that feel uncomfortable sharing their feelings in front of the group. Give these students time to hear other people share and encourage them to share their thoughts too. Be aware of students who may need additional individual counseling to explore their feelings.

THE HAPPY ME

It makes me happy to see ______________________________ .

It makes me happy to hear ____________________________ .

It makes me happy to taste ____________________________ .

It makes me happy to smell ____________________________ .

The touch of ___________________________ makes me happy.

I am the happiest when _________________________________
____
____

One of the happiest days I can remember is ______________
____
____
____
____

I expect to have a happy time when ______________________
____
____
____

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I KNOW HOW TO HANDLE MY PROBLEMS OR WHERE TO GET HELP.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: WRITING PAPER FOR EACH STUDENT

"COPING WITH STRESS"

INTRODUCTION: Stress affects everyone. Students need to be aware of ways to handle the stress they face in their lives.

PROCEDURE:

1. Tell students that today they are going to talk about dealing with stress. Discuss the definition of stress: stress is pressure that affects our feelings, our thinking, and our behavior.
2. Discuss with students that everyone has stress in their lives and that some of it can be good.
3. Brainstorm with the class examples of good and bad stress. Some could be written on the chalkboard. For example:

Good Stress-
Tension before taking tests leading to more study
Caution in crossing busy streets
Pressure to do well in school
Pressure to conform to basic rules of group

Bad Stress-
Family divorce
Family arguments
Peer pressure to do bad things
Pressure to be perfect

4. Lead students in a discussion of ways to reduce or handle stress. Make sure to include: belonging to a group, relaxing, exercising, recreation/hobby, sharing, and avoiding stress-producing situations.
5. Ask students to fold a piece of paper in half vertically. Students list the pressures which causes them stress on one half and a way to handle the stress on the other side. For example:

PRESSURE	WAYS TO HANDLE THE STRESS
Family divorce	Belong to a group where one can share the problems

6. After giving students about ten minutes to work on their paper. Ask students to share their ideas as time permits.

OBSERVATION NOTES

This lesson might be extended to include some relaxation music or exercise to relieve current stress/tension.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I KNOW HOW TO HANDLE MY PROBLEMS OR WHERE TO GET HELP.
TIME: 2-4 CLASS PERIODS (2 LIBRARY RESEARCH CLASSES)
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEETS-"SCIENTIFIC METHOD OF PROBLEM SOLVING" AND "SCIENCE LESSON"

"SHERLOCK HOLMES AT WORK"

INTRODUCTION: This is a lesson that can be used in conjunction with the science curriculum. It serves a twofold purpose: reinforcing a lesson previously taught by the teacher and helping students find another way of handling personal problems.

PROCEDURE:

1. Divide the class into groups of approximately five students.
2. Distribute copies of the "Science Lesson" which contains three peer pressure situations and copies of "Scientific Method of Problem Solving".
3. Ask each group to choose one of the three peer pressure situations to work on.
4. Tell the students that they will solve the problem of "what shall I do" by using the scientific method of problem solving.
5. It will be necessary for students to use some library time. The teacher can take the class during class time or make this a homework assignment.
6. Tell the students that each group will present the findings they have arrived at by using the scientific method.

OBSERVATION NOTES

The leader should tell the students that the scientific problem solving technique may not be practical in some situations that require immediate reaction or response. However, the logical thought process is a useful tool that can be used in problem situations.

SCIENCE LESSON

I. Problem No. 1: John, Jim, and Marvin are in Target shopping for a chain for John's bike. There is a sale on reflectors. Jim gets the brilliant idea that they should all take a bunch of reflectors and sell them for extra money. John is all for the idea; however, stealing is against Marvin's beliefs. He doesn't want to go along with it, but he doesn't want to be called a nerd or have John and Jim angry with him either. He thinks a minute and asks, "What shall I do?"

II. Problem No. 2: Diane, Dawn, and Mary are spending the weekend together. Diane and Dawn decide it would be a dynamite idea to go to the local teenage dance house for Saturday night. Mary would really like to go, but she gave her parents her solemn word that she would never enter the place. She really wants to go with her friends, but her word to her parents means everything to her. She would never be able to face them again if she went. She is desperately wondering, "What shall I do?"

III. Problem No. 3: Martha, Jerry, and Alice and Tim are all out on a date together. Martha and Jerry are a real wild couple. They get high every weekend. This one will be no different from the rest. They offer Alice and Tim a beer. The only problem is that Alice and Tim both hate the stuff and what it does to their friends. They don't want to lose Martha's and Jerry's friendship, and they know they will if they don't drink with them. They both are wondering, "What shall I do?"

Scientific Method of Problem Solving

1. Make a clear statement of the problem. Try to understand the problem for which you seek an answer.

2. Collect information that relates to the problem. Find as much information as you need from books and other written records.

3. Form a hypothesis. Form your own hypothesis, or "best prediction based on information". A hypothesis is a possible solution for a problem. A hypothesis is formed after studying the facts and ideas relating to the problems.

4. Test the hypothesis. Design and perform some experiments to see if your hypothesis is acceptable. An experiment is a way of testing a hypothesis. You can test many of your ideas by trying them.

5. Accept or reject the hypothesis. To accept or reject your hypothesis, study the results obtained in experiments. In some cases you may change your hypothesis as a result of testing. This new hypothesis must then be tested by an experiment.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I KNOW HOW TO HANDLE MY PROBLEMS OR WHERE TO GET HELP.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: NONE

"I CAN HANDLE IT"

INTRODUCTION: There are disappointments that each of us encounters, but we must learn to cope with them appropriately without drugs. One of the skills developed by this activity is the ability to handle life's many disagreeable moments, face them with courage and do something about them in a positive way.

PROCEDURE:

1. Discuss the meanings of "disappointment" and "problem". To help students fully understand their meanings, give personal examples if possible.
2. Point out to students that there are both big and little disappointments in life.
3. Discuss disappointments (big and little) that students have experienced. Encourage students to share why they felt disappointed by the particular event or situation.
4. Inquire if students did anything positive about the situation or their feelings of disappointment. For example: If they planned to go bike riding and it rained, what did they do instead? Or if they were expecting a particular friend to visit, but the friend couldn't come, what did they do instead? Encourage students to share the various ways they have handled problems and disappointments, no matter how complex or simple the solutions were.
5. Emphasize the importance of learning how to think of alternatives when they encounter disagreeable moments. Give students imaginary problems and let them suggest various ways to handle them. Example:

   a) Your family planned a picnic and it rains.

b) You planned to watch your favorite T.V. program and the television breaks.
c) You want to draw a picture, but you can't find any pencils or markers.

6. Point out to students that we often create our own stress, as in the case of a poor report card because of not getting work completed or not doing our best work. Explain to students that pointing and blaming others are not good ways to handle lifes' ups and downs.

OBSERVATION NOTES

Some students may have difficulty thinking of positive alternatives when faced with difficult situations. The counselor may need to suggest alternatives for problems and discuss with students why these alternatives might work for them.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I KNOW HOW TO HANDLE MY PROBLEMS OR WHERE TO GET HELP.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: NONE

"SOMEONE TO TALK TO"

INTRODUCTION: Students need to identify people they can talk to who will be supportive in stressful situations. It is helpful to discuss feelings they have so they can recognize when they need to seek the assistance of someone from their support group.

PROCEDURE:

1. Ask the students to recall and share an important personal event about which they had feelings that they would be willing to share.
2. Name the feelings and list them on the chalkboard or an overhead transparency. Prompt the students to disclose the following:

    a) What was happening when they felt that way?
    b) Did others know how they were feeling?
    c) How did they let other people know how they were feeling?
    d) How do they feel about the way they reacted to their feelings? Would they react the same way again or do something different? If they would do something different, what would it be?

3. Conduct a discussion of the value of sharing experiences. Call attention to students who related common experiences and ask them how it felt to hear others experiencing similar things. Introduce the concept of a support group in which people benefit from sharing experiences with people who have a common bond.

4. Have the students compile a personal list of people they would choose to form their own *support group (people who will be supportive of the student in difficult situations).* Then have them identify those members of the support group with whom they would feel comfortable discussing each of the feelings discussed during this session.
5. Encourage them to keep their support group lists and to make future changes as circumstances may dictate. The list may then be used as a staring point whenever the student needs to talk to someone about a difficult feeling or problem.

OBSERVATION NOTES

Be alert to students who have trouble compiling a support group list. You may want to be prepared to give suggestions for support people.

Area II- Category B- Competency 9

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND MY STRENGTHS AND TALENTS.
TIME: 30-40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: INDEX CARDS WITH SENTENCE STEMS PRINTED ON THEM AND A PAPER BAG WHICH HAS "BRAG BAG" WRITTEN ON THE OUTSIDE

"BRAG BAG"

INTRODUCTION: Everyone needs to be aware of individual strengths. This activity helps children become aware of their strengths and also works on building a positive self image.

PROCEDURE:

1. Write sentence stems on index cards. All sentence stems should be positive statements, such as:

   "I'm really good at..."
   "I am a terrific..."
   "I like myself because..."
   "I do a good job at..."

2. Put the sentence stems in a decorated bag- entitled "Brag Bag".
3. Invite the students to sit in a circle. Explain to them that "Today we are going to share with the class good things about ourselves". Explain to the class that they are not to comment on others' responses.
4. Ask each student to reach into the bag and draw out a card. The students are to respond to each sentence with something good about themselves. If a student can't think of anything, let another student assist.
5. Discuss with the class how they felt about sharing their strengths.

OBSERVATION NOTES

Some children have a difficult time finishing these sentences due to embarrassment or a poor self-concept. Help children who have difficulty or ask another child to provide a positive comment about their peers.

AREA:KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND MY STRENGTHS AND TALENTS.
TIME: 30-45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: PAPER AND PENCIL

"WHO AM I?"

INTRODUCTION: Students enjoy having the opportunity to share information about themselves with fellow classmates. This activity can be used as a guessing game allowing students to see just how well they know each other.

PROCEDURE:

1. Discuss how each individual is unique and complex. Tell the students there are three categories that contribute to who they really are: Physical appearance (How they look); Their actions (Things they can do); Their feelings (How they feel)
2. Encourage the students to think about how they look, what they can do, and the feelings they experience. Allow the students approximately 1-2 minutes to think about these categories and distribute a sheet of paper to each student.
3. Ask the students to fold the paper into three sections and then label each section at the top in the following manner: How I Look, Things I Can Do Best, My Feelings
4. Instruct the students to list 3-5 things they can do best. (Encourage them to include special talents such as playing a musical instrument or roller skating or swimming.)
5. Ask the students to list 3-5 physical characteristics (skin, hair, eye color, height, weight.)
6. Instruct the students to write 3-5 statements telling about what makes them feel happy, sad, scared, and/or angry. ("I feel scared when I am at home alone")
7. Allow students to write their names on their papers and then collect them. Shuffle the papers so that they will not be in any particular order.

8. Select any student's paper and read a few statements from each heading. When the students think they know who the "mystery" student is, ask them to raise their hands and call upon one student to give an answer.
9. If desired, points can be given to the class for all correct answers and points taken away for all incorrect answers. This adds to the excitement of the game.

OBSERVATION NOTES

Students may get excited during this activity. Therefore, good classroom management techniques are especially valuable. Be aware of students who tend to "put down" or make fun of what other students write about themselves. They may be in need of extra help in learning how to accept and respect others.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND AND ACCEPT MYSELF.
TIME: 1 HOUR
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: "WHAT ROLE DO I PLAY?", "WHAT ROLE DO YOU PLAY? SKIT"

"TRY A NEW ROLE"

INTRODUCTION: This exercise will give students a vocabulary for focusing on the roles they play within groups and may foster an openness to the idea of changing their roles within a group.

PROCEDURE:

1. Introduce the idea that every individual assumes many roles in different relationships and in different situations. Illustrate with a familiar example such as a father may also be a husband, an employee, a boss, depending on the situation. Point out that the person behaves and feels differently in each role.
2. Relate that concept to the idea that there are multiple roles within a given group and that the same individual may take on different roles at different times.
3. Write the following roles on the board and solicit definitions from the class.

   Leader (directs)
   Helper (helps out, assists)
   Rebel (acts out, disagrees)
   Follower (goes along with group, agreeable)
   Observer (watches, waits)
   Loner (does not participate)
   Clown (tension easer, funny)

4. Pass out the activity worksheet "What Role Do I Play?" and allow five minutes to fill out the sheet. (You may break the class into small groups if you feel the students are capable of processing this worksheet without constant counselor-facilitation) Process with such questions as:

a) Did you tend to assume different roles in different situations, or stay the same?
b) Did you like the roles you played, or would you like to change your role in different situations?

5. Place the above role labels on signs and instruct the students to stand by the sign that represents the role they would usually see themselves playing in the following situations.

   a) A group of your friends are planning an end-of-the year party.
   b) Your family is on a picnic.
   c) You are taking a summer school class and do not know anyone in the class.
   d) This is the first meeting of your soccer team. Last year your team was in first place.
   e) You and four or five of your classmates are working on a science project.

6. Pull kids from the roles they selected and role play the various situations. You may also interrupt the role-play and switch students from their "customary" roles. Process each role-play by asking what it felt like to be in each role.
7. If students have a hard time playing out the roles, you can give them the "What Role Do You Play? skit" and process the activity in the same way as the role play.
8. Lead the class in a discussion of what causes people to assume the roles they do in groups. Bring up such ideas as self-esteem, need for attention, varying strengths and weaknesses, whether their ideas and values are similar to or different from those in the group. Have a discussion about the difficulties in changing roles within a group. Allow the class to brainstorm. Include such ideas as people seem to expect certain behaviors from you, you may feel uncomfortable trying new roles, competition with other group members, and a need for new skills such as assertiveness.
9. Conclude with a statement affirming the right and capability of every individual to adopt new roles in relationships with others.

OBSERVATION NOTES

Students indicating an interest in changing the way they relate to others may need additional counseling support to help them cope with the difficulties to the process.

WHAT ROLE DO I PLAY?

Circle the word or words that best describe how you usually act in each situation.

1. Think of the last year you spent in school. What role did you play?

   Leader Follower Observer Helper
   Loner Clown Rebel

2. What role do you play at home?

   Leader Follower Observer Helper
   Loner Clown Rebel

3. What are you when you are with your friends?

   Leader Follower Observer Helper
   Loner Clown Rebel

4. What are you when you are at a meeting or in a club?

   Leader Follower Observer Helper
   Loner Clown Rebel

5. What are you when participating in sports?

   Leader Follower Observer Helper
   Loner Clown Rebel

6. What role do you play when you are in a completely new situation?

   Leader Follower Observer Helper
   Loner Clown Rebel

7. What are you when doing art projects?

   Leader Follower Observer Helper
   Loner Clown Rebel

WHAT ROLE DO YOU PLAY? SKIT

Task: I would like the class to decide what you would like to do for the end-of-the-year party.

Leader: Well, I think that first we should brainstorm all the ideas and write them on the board. I'll do the writing. Who has an idea of what we could do? I guess I think we should go outside and play soccer.

Follower: Well, that sounds like a good idea to me. Soccer is fun. Let's have a soccer party.

Observer: (Just watches and is waiting to see what others are doing--is very attentive)

Loner: (Looks kind of bored and stays off by her/himself and is not very interested in the discussion.)

Rebel: Oh, soccer sounds dumb. I hate soccer. I think we should stay inside and play games and have cake and cookies and things like that.

Follower: Yeah, I think he's/she's right--soccer is dumb--I think we should stay inside and play games and have lots of food. That's a good idea.

Leader: Well, I will write those suggestions on the board. We only have two ideas. Let's hear from the rest of the class. I don't think we can decide until we have heard from everyone. I don't think we should say anyone's ideas are dumb--we need all the ideas we can get.

Follower: Yeah, you're right. We need more ideas. It's not right to say anyone's ideas are dumb. Let's think of more ideas.

Leader: What do you think, ____________? (He/she asks the observer)

Observer: (Just shrugs her/his shoulders.) I don't know. I guess I'll just wait until you decide.

Loner: Yeah, I'll just wait--(Looks bored and uninterested.)

Rebel: What do you mean, more ideas? We have plenty of ideas. In fact, I don't think we should have a party at all--let's just skip school that day instead. This is a silly discussion.

Follower: Yeah, that's a good idea. Let's not have a party--let's just skip school.

Observer: I don't know what we should do--I'll just keep waiting.

Loner: (Looks off to the side.) I'd rather just do something by myself, actually.

Leader: I think we should get back to writing ideas on the board. You have a right to your opinion but we need to continue planning the party. I think everyone should take out a piece of paper and write down three ideas you have for the class party. We'll collect them and then vote.

Follower: That's a good idea--let's write them down on paper.

Rebel: Forget it! I'd rather just do science and forget the whole thing.

Observer: (Just watches and shrugs shoulders.)

Loner: (Just looks off to the side and begins doing something on his/her own.)

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND AND ACCEPT MYSELF.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: ONE LARGE PIECE OF CONSTRUCTION PAPER FOR EACH STUDENT, PINS

"WHAT'S NICE ABOUT ME?"

INTRODUCTION: Young students need as many opportunities as possible to strengthen their self-esteem. This activity gives the students an opportunity to discover positive aspects of their personality from their peers and an opportunity to say good things about themselves publicly.

PROCEDURE:

1. Introduce the activity by asking students to define self-esteem. Lead the class in a brief discussion of why it is important for people to feel good about themselves. Ask them to recall times when they didn't feel very good about themselves and how it caused them to act and feel.
2. Request that the students choose a partner. Distribute to each student a piece of construction paper and two pins. Instruct each student to pin a piece of construction paper on their partner's back.
3. Invite all students to write one positive statement or word on every other student's paper. Emphasize that this is not a time to be funny or mean and that unkind statements will not be acceptable.
4. Direct the students to find their partners after everyone has finished writing and to ask their partners to remove the paper from their back. Encourage the students to share all the things that were written on their papers with the whole class. It is especially important that all the students participate in this public reading of their positive qualities so that they can hear themselves saying good things about themselves aloud.

OBSERVATION NOTES

Students who are excessively embarrassed by having to say good things about themselves aloud may benefit from small group workshops on self-esteem and self-confidence.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND AND ACCEPT MYSELF.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: INNER VOICES, PICTURE ONE, PICTURE TWO

"TALKING TO YOURSELF FOR YOUR OWN GOOD"

INTRODUCTION: This lesson brings a cognitive-behavioral orientation to promoting good feelings of self-worth. Students will discover the key to self-esteem lies in the ability to "talk to yourself" in a positive way, to give yourself positive messages. Conversely, students will discover poor self-esteem is caused by negative messages, by self put-downs. This kind of thinking will be identified as "the mud mind".

PROCEDURE:

1. Begin the lesson by asking with a show of hands which students talk to themselves. Humorously discuss the belief that people who talk to themselves are crazy and assert that, on the contrary, almost all people talk to themselves and that the sign of healthy persons is that they know how to talk well to themselves.
2. Display a picture of a person who is exhibiting high self-esteem (for example, Florence Griffith Joyner) and ask students to identify what kinds of things she is thinking about herself. Summarize the kinds of messages or "self-talk" students attribute to that person and prepare a list of high self-esteem messages and why these messages help the person feel good and perform well.
3. Display a picture of a person who appears to have low self-esteem. Ask students to contribute the messages this person sends himself or herself. Summarize these messages and label them "the mud mind". Ask students for examples of "mud mind" messages that they experience.
4. Explain to the students that positive and negative "self-talk" occurs at all times even though those ideas are not expressed out loud. In a normal conversation, you talk to yourself "behind the scenes" and this affects how you feel.

5. To illustrate this idea, have four student volunteers read the Inner Voice role play. To begin, ask two students to read the parts for Jean and Dana, leaving out the inner voices. Point out that it seemed like a normal conversation, but if we look inside the minds of the students, we get a very different picture of the two students. Ask the students to re-read the role play with the inner voices telling what each student was really thinking. Process the role play by asking which of the students seems to have high self-esteem. Ask the students to identify how the inner voice thoughts made each student feel.
6. Conclude by reassuring that everybody talks to themselves and that if students can learn to talk positively to themselves, they can learn to feel better and perform better.

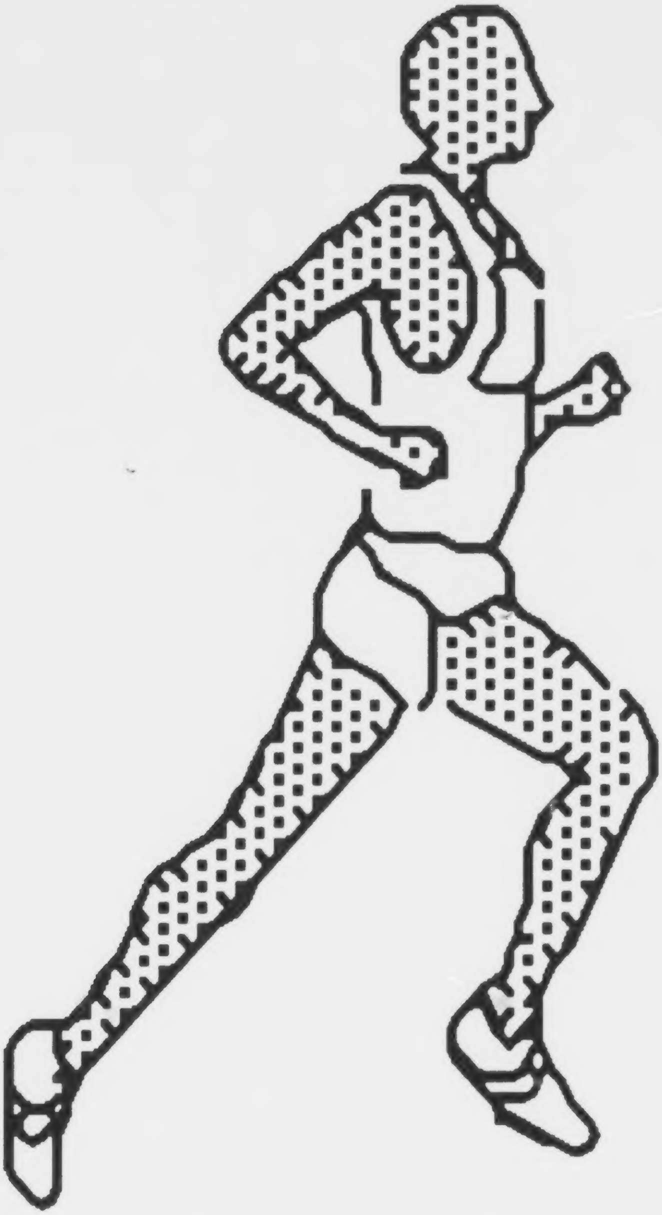
OBSERVATION NOTES

As students identify with the low self-esteem picture, note individuals with special concern.

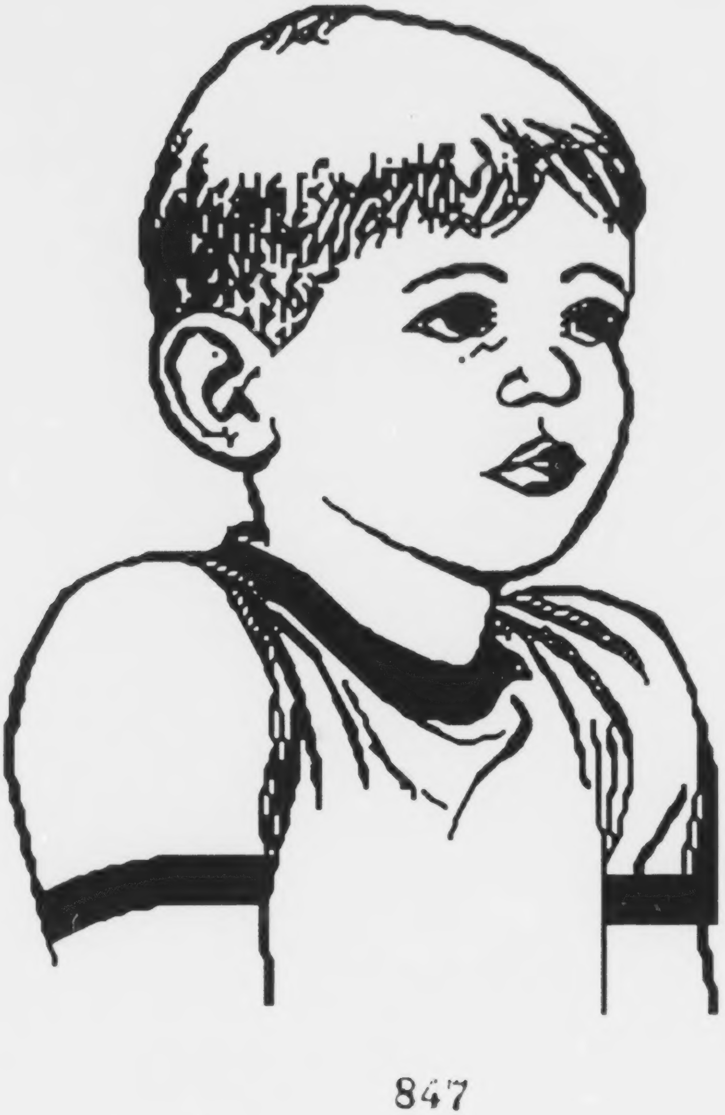
INNER VOICES

Jean:	Yo, Dana. How're you doing?
Jean's inner voice:	I'm glad I found someone to talk to.
Dana:	Not too bad.
Dana's inner voice:	I'm surprised Jean talked to me. I didn't think Jean liked me.
Jean:	We sure had a tough run in gym class today.
Jean's inner voice:	I'm running farther and faster than I used to. I might get pretty good if I keep improving.
Dana:	Yeah, I hate running.
Dana's inner voice:	I'm never going to be any good at running. It's too hard.
Jean:	We could run together tomorrow and it would be more fun.
Jean's inner voice:	I could be Dana's friend.
Dana:	Maybe, we'll see.
Dana's inner voice:	Jean's just saying that and doesn't really mean it.

PICTURE ONE



PICTURE TWO



AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND AND ACCEPT MYSELF.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: "PICTURE #1", "MUD MIND BUSTER", "BUILDING SELF-ESTEEM"

"CANCELLING THE MUD MIND"

INTRODUCTION: This is the second lesson in a unit on building self-esteem. In this lesson, the students will apply their understanding of positive and negative self-talk to begin to "cancel" negative messages they give themselves and thus improve their self-esteem.

PROCEDURE:

1. Display the picture of the person in "the mud mind". Review the question, "What does this person think about himself?"
2. Write the word "CANCEL" on the board. Solicit the class for the definition. Present this term as their weapon against the "mud mind". Illustrate this by presenting the picture of the person in the mud mind and role-playing the expression of some of the negative messages. But this time, as the "broken record" of negative messages gets rolling, interrupt the process with the question, "Is this thought helping me or hurting me?" Move the "mud mind Buster" overlay to cover up the mud-mind picture. Re-emphasize that cancel means to stop completely and that there is no more need to think about the question anymore.
3. Present the following process for combatting the "mud mind":

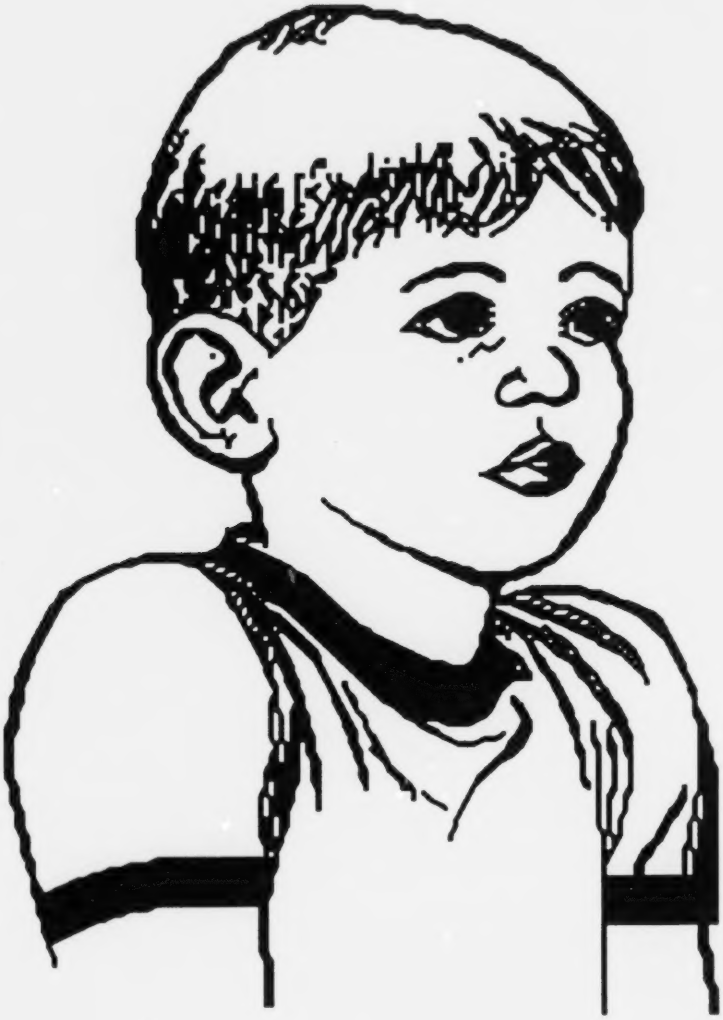
   a) Self recognition-- "Is this thought helping me or hurting me?"
   b) Cancelling the negative thought.
   c) Substituting a more helpful thought.

4. Model the process in a short role-play. Student volunteers may also model the process. The role-play could involve any situation in which a student is "on the spot" to perform. Talk out the negative self messages, the cancelling process, and the better idea.
5. Distribute the worksheet and direct the entire class in completing it.
6. Allow student volunteers to read their worksheets.
7. Collect the worksheets to check for understanding. Return them with comments and corrections.
8. Conclude by reiterating that you can change how you think and feel about yourself.

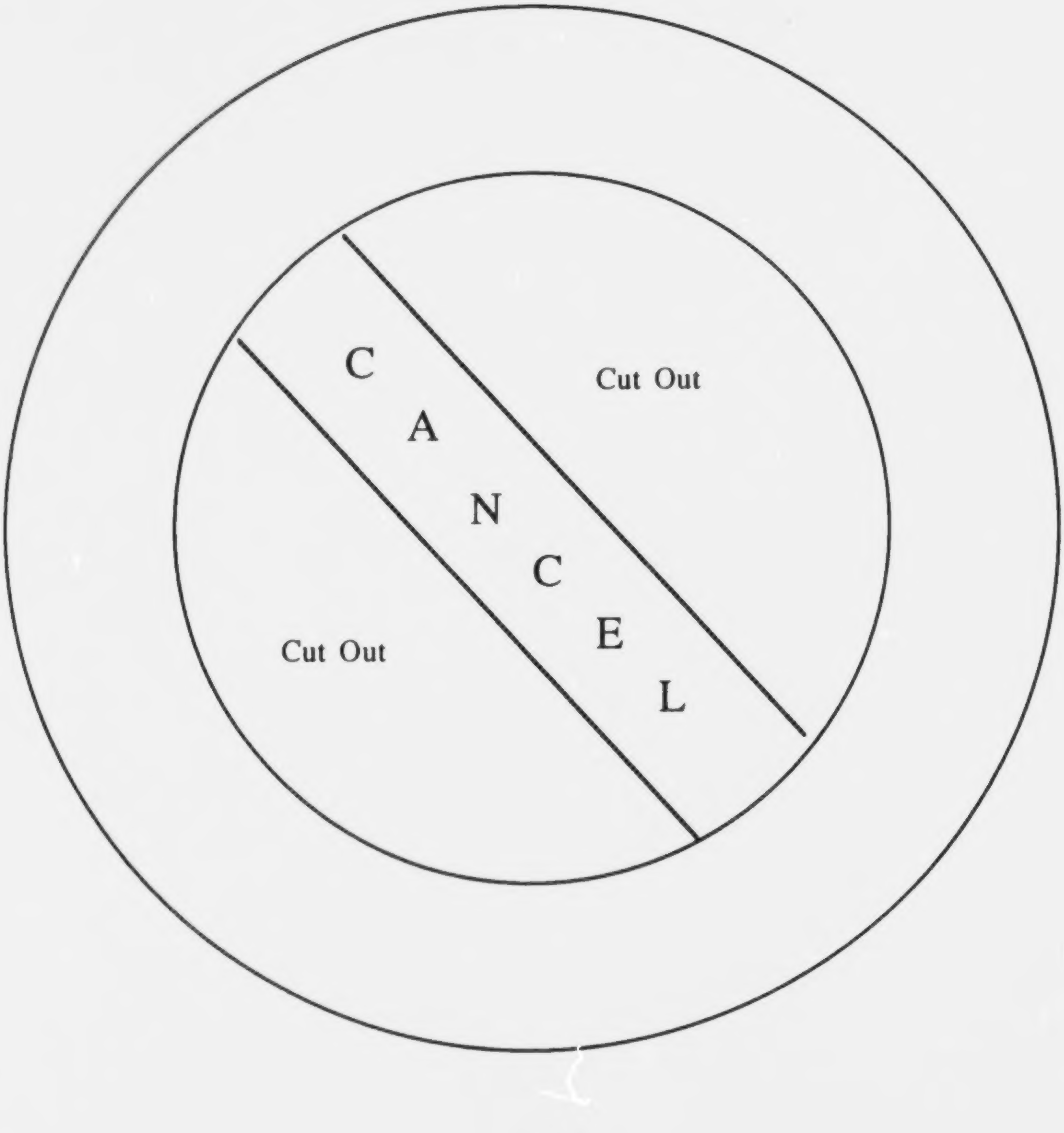
OBSERVATION NOTES

Students' worksheets will reveal their understanding and help you judge which students require follow-up.

PICTURE ONE



MUD MIND BUSTER


C A N C E L
Cut Out
Cut Out

BUILDING SELF-ESTEEM

LEARNING TO "CANCEL" THOSE NEGATIVE MESSAGES

1. Describe a situation when you sometimes "put yourself down", think you will do badly, or give yourself negative messages.

2. What do you think to yourself at these times? Write out the negative message you sometimes give to yourself.

3. Learn to ask yourself "Is this thought helping me do my best and helping me like myself?" If NO learn to:

   CANCEL

4. Write out a thought that will help you do your best and feel good about yourself.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW WHAT THINGS ARE IMPORTANT TO ME.
TIME: 40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: SITUATION AND ANSWER SHEET

"WHAT WOULD YOU DO?"

INTRODUCTION: The student will make a decision about a situation and then analyze what values are involved in the decision. In analyzing the decision, the students will encounter conflicts within themselves. In working with a group, the students will then become aware of how values cause conflicts within groups and how compromises must be made. The students should already know how to identify and describe values before this lesson is used.

PROCEDURE:

1. Hand out Answer Sheets and explain how to use them.
2. Read the first situation and allow time for students to complete their answer.
3. Continue through remaining situations.
4. Instruct students to form groups and give each group one answer sheet. This sheet is to be used for the group "consensus". Using each individual's answers, the students must agree on one answer. The individuals will be forced to defend their viewpoint based upon their values.
5. The group will then report to the class stating what values were agreed upon and what conflicts were encountered based on individual values.

OBSERVATION NOTES

Observe those individuals who have difficulty in stating their values and defending them. Watch groups carefully so that no one person becomes too forceful or refuses to accept another's values. Emphasize that often decisions are made on the basis of satisfying the most important value and compromising on others.

WHAT WOULD YOU DO?
SITUATIONS

1. The student council at your school has purchased trees for the school. Students worked to raise the money. You attend the assembly the day the trees are planted and share the feeling of accomplishment. Several weeks later, you pass the school and you see several cars parked near the front of the school. Loud laughing and conversation can be heard. You see the cars drive over the curb and head for the newly planted trees. The first car rides over a tree snapping it in half. You feel sick with disgust and walk faster toward your home. As you turn the corner, the car passes you. You recognize one of the drivers. It is your friend's older brother.

2. You have been saving money from your lawn mowing jobs all summer to buy a new bike. Another eleven dollars and you will have enough to buy it. Your father was laid-off from his job a month ago and the family's budget is tight. Next week you will have the money you need to buy the bike, but your family could use the money you have saved to help pay the bills.

3. You are with a group of friends on the playground at recess. The class bully has just called you a dirty name. Your friends urge you to fight. You know that in a fair fight, the bully will win but you do not want your friends to call you a "chicken".

WHAT WOULD YOU DO?
ANSWER SHEET

Write what you would do and then what values you have which would influence your decision.

1. What would you do?

   ____

   ____

   What values do you think are important in making this choice?

   ____

   ____

2. What would you do?

   ____

   ____

   What values do you think are important in making this choice?

   ____

   ____

3. What would you do?

   ____

   ____

   What values do you think are important in making this choice?

   ____

   ____

   Are there any conflicting values in any of the situations?

   ____

   ____

   In making a choice, which situation was most difficult?

   ____

   ____

   Why? ____

   ____

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW WHAT THINGS ARE IMPORTANT TO ME.
TIME: 30-40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: NONE

"CHOICES AND VALUES"

INTRODUCTION: The student will be able to define and identify values. It is very important for each student to begin to understand their individuality. All students have their own morals and beliefs. The more they learn about themselves, the higher their self-esteem will be. This activity will help students become aware of what is important to them.

PROCEDURE:

1. Begin the activity with asking the questions "What is a value? Where do we get our values: When are they started?" (Give examples)
2. Explain to the students that values affect choices. (Give examples)
3. Ask students to make a choice between two values by moving to opposite sides of the room.
4. Discuss with the students why they made that choice? What value(s) helps them decide this choice? Ask students if their choice is right or wrong? Explain to students there may be different opinions about what is right or wrong.
5. Ask students to write a situation which required a choice. List what values were shown in the choice. Discuss students answers with them.
6. Ask students if they learned something about themselves.
7. Ask students about a value they hold. How important is that value to them? to family? to friends?
8. Emphasize the importance of showing respect for varying opinions. Point out that respect for others is also a value.

OBSERVATION NOTES

Be aware of students who do not participate in the class discussion. This student possibly has a low self-esteem and may not think their values are important. Be aware of students who do not write down any examples of values. Students who exhibit understanding of values and participate throughout the activity could very well help the student who does not understand values.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW WHAT THINGS ARE IMPORTANT TO ME.
TIME: 30-45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4
MATERIALS: WORKSHEET (OPTIONAL)

"MAKING DECISIONS"

INTRODUCTION: Students need to be able to learn how to make their own decisions. It is important that students first realize they already make many decisions each day of which they are unaware. Once they realize this, they will be able to understand the concept of decision making. As the students' understanding of decision making increases, they will learn how individual values can influence decision-making. Students will be asked to give examples of decision-making.

PROCEDURE:

1. Introduce the concept of decision-making. Ask the students what decisions they have made today. Suggest some examples of these decision-making behaviors (whether to get out of bed or not, what to wear, what to have for breakfast, and where to sit on the bus.) Discuss with the students that people make hundreds or thousands of decisions every day.
2. Discuss with the students some values they might have. Ask students to give some examples of individual values they have. What beliefs or values are important to each student? For example, if good health is important to a student, what kind of decisions would he or she make about smoking or eating habits? If honesty is important to a student, what kind of decisions he or she would make. Ask students how they would respond if a friend asked them to do something they did not want to do.

3. Students will be given examples of situations. The students will be asked to make a choice or decision. One side of the room will represent an automatic choice and the other side of the room will represent a value choice. Students will be asked to go to the side of the room they have chosen. A discussion will take place based on the students' decisions.
4. This is optional. Distribute the "Student Activity Worksheet". Ask students to put a "A" if the decision is automatic, or a "V" if the decision requires thinking about their values. Be sure to discuss how values influenced their decisions.

Example:	Decisions	category
1.	to get up in the morning	A
2.	whether or not to do your homework	V

OBSERVATION NOTES

Be aware of students who do not understand how to make a decision. These students might not have learned that they have values or opinions. This may be due to low self-esteem. Be aware of students who misbehave during the lesson. These students might be too immature to understand that they have their own beliefs and values.

STUDENT ACTIVITY SHEET

Decisions, Decisions

Everybody makes decisions daily. Some of the decisions are more important than others. Some are so important that they require thought, study, and investigation before a decision is made, other decisions are "automatic". Listed below are some situations which require choices.

The following table lists decisions faced by many students daily. Read the list and consider how YOU would make each decision. Write the appropriate number (A or V). If one is not appropriate for you, leave it blank.

AUTOMATIC OR ROUTINE.
DON'T THINK ABOUT IT
BEFORE DECIDING

	TYPICAL DECISION	CATEGORY
1.	To get up in the morning early or late.	
2.	What to eat for breakfast.	
3.	To lie.	
4.	To criticize a friend behind his/her back or to his/her face.	
5.	Whether to smoke.	
6.	What to read.	
7.	To study or watch TV the night before a test.	
8.	To tattle on your friends.	
9.	To go to school.	
10.	To go to church.	

11. What to buy for a present.

12. To save part of your allowance.

13. To wear make-up.

14. To wear your hair long.

15. To tattle on your younger brother/sister.

16. What to have for a "snack".

17. Whether or nor to do your chores.

18. Whether or not to spend the night with a friend.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO COME UP WITH MANY POSSIBLE SOLUTIONS TO A PROBLEM.
TIME: 2 CLASS PERIODS-SECOND OF TWO LESSONS
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6
MATERIALS: LIST OF PEER PRESSURE SITUATIONS TO ROLE PLAY
REFERENCE: SHARON SCOTT
PEER PRESSURE REVERSAL

"PEER PRESSURE - LESSON II"

PROCEDURE:

1. With students' help make a collective list of action plans on the board which students could use to resolve negative peer pressure problems. Make sure to list ideas such as: "Just say no.", "Act shocked," "Suggest something better to do." (Use humor.)
2. Ask the students to role play the peer pressure situations and use some of the solutions listed on the board.
3. Discuss the peer pressure solutions and how to use them as time permits.
4. Encourage students to practice positive solutions to peer pressure problems this week and report results back to the class.

OBSERVATION NOTES

The counselor needs to make note of any student who has trouble applying solutions to peer pressure problems. They may need individual help with this important skill.

PEER PRESSURE SITUATIONS

1. One of your friends asks to borrow your homework.

2. Your friends want you to stay out later than the time you are required to be home.

3. Your best friend wants you to go some place that could be interesting, but dangerous.

4. While you and your friend are at the neighborhood store, your friend suggests that you both "steal" something.

5. You are at a party when someone suggests you drink some beer.

6. The kids at school are urging you to fight one of your classmates.

7. A group of students are saying unkind things about another student. They start urging you to join in their comments.

8. Some of the students decide to skip school and go to someone's house for a party. They want you to come along.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO COME UP WITH MANY POSSIBLE SOLUTIONS TO A PROBLEM.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: HANDOUTS: "BEHAVIOR CHARACTERISTICS", "TASK CARDS", "PASSIVE-ASSERTIVE-AGGRESSIVE"

"INTRODUCING: PASSIVE/ ASSERTIVE/ AGGRESSIVE"

INTRODUCTION: In order to grow up assertively (be themselves without hurting others), students need to be aware of the different characteristics of passive, aggressive and assertive behavior. This lesson may be used as an initial lesson for others on assertive behavior.

PROCEDURE:

1. Discuss the meaning of being assertive. Assertive means asking directly for what we want or need in an honest, straightforward way. We speak in a normal tone of voice and look the other person in the eye. ("I would like to watch channel 4.") We can also stand up for ourselves and let others know how we're feeling ("I don't like that and I don't want you to do it anymore." "I feel scared.")
2. Ask the students for example of times when they were assertive.
3. Discuss the meaning of being passive (quietly hopes others will guess what they need/want). A passive person has trouble turning others down, finds it difficult to stand up for themselves, speaks in a soft or whiney voice and has trouble making eye contact. ("Well okay, if you want to we'll watch your program".)
4. Ask students for examples of when they were passive.
5. Discuss the meaning of being aggressive (bossy, demanding, manipulative). An aggressive person tells or demands instead of asking ("We're playing kickball now!") Sometimes they are mean or intimidating in order to get their own way (pushes into the front of the line).
6. Ask the students for examples of when the may have been aggressive.

7. Ask for volunteers to role-play someone bothering them in line in an assertive, aggressive and passive manner. Point out the body language, particularly eye contact.

OBSERVATION NOTES

There may be students who are uncomfortable role-playing. Give these students an opportunity to show they have the idea by being a partner with them in a small group. If any students are obviously one trait or the other, try to insure that they have the opportunity to portray another trait later.

BEHAVIOR CHARACTERISTICS

Passive:

- Often says yes when he or she wants to say no
- whiney
- little or no eye contact
- tries to get needs met through hinting
- hard to stand up for self
- goes along with group
- makes excuses
- often feels picked on

Aggressive:

- Bossy
- doesn't listen to others
- loud
- demanding
- resorts to physical (pushing) or verbal (name calling) methods to get own way
- manipulative
- blames others

Assertive:

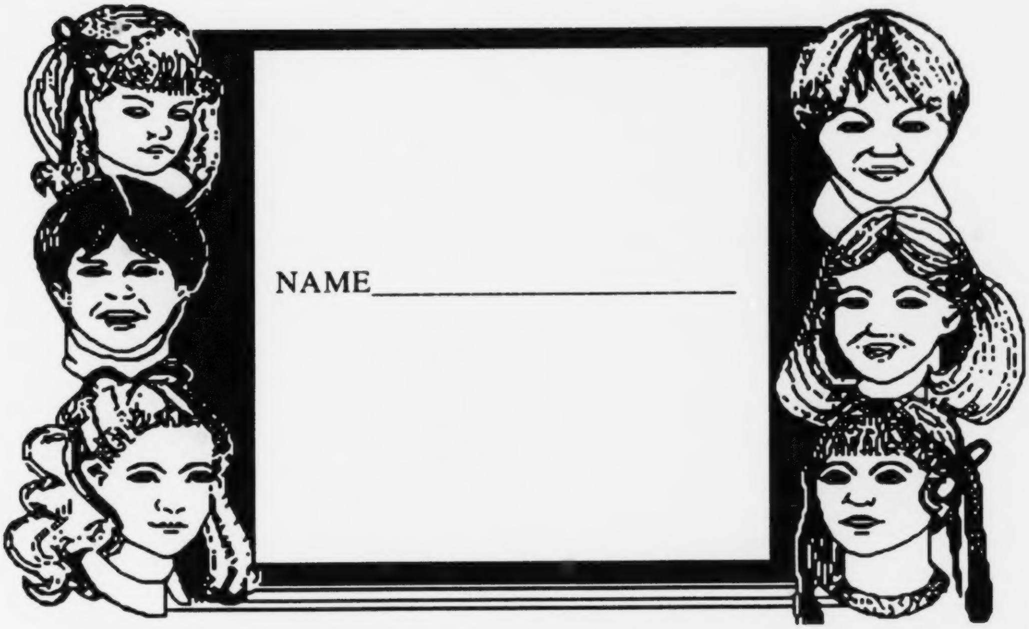
- uses "I" statements
- makes eye contact
- states needs and wants clearly
- polite but firm
- honest and fair
- stands up for one's self and one's ideas
- respects others

TASK CARDS

Somebody starts calling you names.	Your friends will not play with you at recess.
Your teacher didn't choose you for a game. You really want to play.	You're doing a group project. Not all of the group members are doing their part. What do you do about it? What else could you do?
You're having trouble in math and would like you parents to help. What do you say to them?	A classmate borrowed a pencil and didn't return it. What do you say?
On a day you missed school a homework assignment was due. You want to turn it in now. What can you say to the teacher?	You want to stay up past your bedtime.
You get your language paper back and realize a classmate made an error in grading your paper. What can you say?	Your parents have not signed your field trip permission slip. It was due three days ago. What can you say to them?

PASSIVE-ASSERTIVE-AGGRESSIVE HANDOUT

Passive: Patty/Paul
Aggressive: Angela/Albert
Assertive: Amy/Andrew



NAME________________________

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO COME UP WITH MANY POSSIBLE SOLUTIONS TO A PROBLEM.
TIME: 2 CLASS PERIODS
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6
MATERIALS: THE LEADER SHOULD PREPARE EXAMPLES OF INCIDENTS WHEN YOUNG PEOPLE SUFFERED CONSEQUENCES OF NEGATIVE PEER PRESSURE
REFERENCE: SHARON SCOTT-PEER PRESSURE REVERSAL

"PEER PRESSURE - LESSON I"

INTRODUCTION: Students face a great deal of peer pressure as preteens and teenagers. These two lessons will help them come up with solutions to dealing with negative peer pressure.

PROCEDURE:

1. State that today we will be talking about peer pressure and ways to handle peer pressure.
2. Lead the group in a discussion of positive and negative peer pressure. Be sure to include statements such as: "You're a wimp." "Are you chicken?" "It's no big deal." "We won't get caught." "Come on, grow up." "Everybody's doing it."
3. Ask students to share a time when they were pressured by peers to do something they really didn't want to do. The leader should share prepared examples of incidents of negative peer pressure.
4. Tell students that there are three steps they could use to make a decision when facing peer pressure. The first step is to identify the potential trouble in a situation. Next, the student must consider the choices and the consequences. The third step is for the student to take immediate action.
5. Encourage students to write down as many solutions as they can think of to resolve negative peer pressure problems. Save these for lesson two.

OBSERVATION NOTES

The counselor may locate students who do not understand the concept of peer pressure. These students may be scheduled for individual counseling regarding peer pressure.

Area II- Category F- Competency 15

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO SET GOALS AND MAKE PLANS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: COPIES OF "WINNERS VS. LOSERS" WORKSHEET

"WINNERS VS. LOSERS"

INTRODUCTION: This lesson will help students become aware that there are winners and losers in the game of life. They need to plan and set goals early if they are going to be a winner.

PROCEDURE:

1. Tell students that today they are going to talk about how to be a winner in life. Explain that they can all be winners if they will begin to plan now and make it a goal they will work toward.
2. Ask students to share what they think the differences are between people who are winners versus people who are losers.
3. Read to the class very slowly and carefully, the words of Pat Williams "Winners vs. Losers".
4. Tell students to think about where they fit in at school, at home, with their friends, in the "Winners vs. Losers" game of life.
5. Distribute a copy of "Winners vs. Losers" worksheet to each student. Instruct them to fill in the sheets with appropriate responses.
6. Ask volunteers to share their responses on the activity sheet. Reinforce that all can be winners in one way or another if they believe in themselves and always do their best.

OBSERVATION NOTES

Be alert to students who have difficulty recognizing winning qualities. They may need individual guidance in this area.

WINNERS VS. LOSERS

Is there anything you are doing that would make you seem like a loser?

With your friends?-

With your family?-

At school?-

Tell about a time when you felt like a loser.

What do you need to do to be more of a winner?

With your friends?-

With your family?-

At school?-

Tell about a time when you felt like a winner.

What goals would you set in order to be a winner in the future?

What plans would you make to achieve these goals?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO SET GOALS AND MAKE PLANS.
TIME: 50 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: COPIES OF "GOAL SETTING WORKSHEET" FOR EACH STUDENT

"GOAL SETTING"

INTRODUCTION: Students need to know how to plan and set goals for themselves. This lesson gives students practice in goal setting.

PROCEDURE:

1. Tell the students that they are going to set a goal today. Ask volunteers to give examples of goals people make such as: going on a diet, getting better grades and earning a position on a sports team.
2. Distribute copies of the "Goal Setting" worksheet to the students.
3. Instruct the students to decide on a goal they would like to reach. It can be a short term goal taking a few days or a longer-range goal to work on for the rest of the school year. Try to discourage goals that would take years to accomplish.
4. Ask the students to complete the worksheet.
5. Discuss the goals the students have written and collect them to sign. Return these to the students as soon as possible. This will serve as their commitment to work toward their stated goal.

OBSERVATION NOTES

Be alert for students who have trouble setting meaningful, realistic goals. These students may need individual guidance in goal setting skills.

GOAL SETTING

Name________________________________ Date_______________

My goal: I will____

____

By the date of______________________

To meet my goal, the first thing I need to do is:_______________

____

The second thing I need to do is:______________________________

____

Other things I may need to do are:_____________________________

____

Problems I may have meeting my goal:__________________________

____

I could overcome these problems by:___________________________

____

My alternative plan if I cannot meet this goal is to:______________

____

______________________________ ______________________________

My Signature Counselor/Teacher Signature

Area II- Category F- Competency 16

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO MAKE GOOD DECISIONS AND ACT ON THEM.
TIME: 30-40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: LEADER'S WORKSHEET- "WHAT SHOULD RANDY DO?"

"DECISION-MAKING"

INTRODUCTION: Students often make decisions based on what they believe and feel rather than analyzing and evaluating the possible consequences for the alternatives and then making the best choice. This lesson will enable the students to look at five steps in the decision-making process.

PROCEDURE:

1. Discuss with the students the five steps needed in making a decision:

    a) Define the problem clearly. List the goals or objectives that are to be achieved or the needs to be met.
    b) Establish criteria for your choices. What is the cost; will it last; will parents approve?
    c) Search for alternatives. List as many choices and alternatives that can be thought of.
    d) List the pros and cons of each alternative. Brainstorm probable consequences for each alternative.
    e) Choose the best alternative. After weighing and analyzing the probable consequences for the alternatives, choose what seems to be the best choice or alternative.

2. Discuss the following decisions that may have to be made in the course of a day with the students. Lead the students through the five steps of the decision-making process.

    a) What clothes to wear
    b) Whether to get up early enough to shower and brush your teeth or to sleep longer

c) Whether to talk to your friend on the playground before school or to study a little more for your social studies test
d) Whether to cheat on a test for which you are not prepared or to do the best you can on your own
e) Whether to ride the bus home or walk with friends
f) What to bring to school for lunch
g) Whether to give your book report today or try to get out of it until tomorrow
h) Whether to go to a friend's party Saturday night or go to a baseball game with Dad
i) Whether to volunteer to show your report card to your parents or wait until they ask
j) Whether or not to tell your friend some unpleasant gossip that you have heard
k) Whether or not to share your cookies with your friend at lunch

3. Read aloud the story, "What should Randy Do?", and discuss the following questions with the students:

a) State Randy's problem clearly.
b) What criteria must Randy use (will she listen, get her attention)
c) What alternative actions could Randy take (ways to approach mom, someone else that could be asked to help)?
d) List the pros and cons of each alternative.
e) Choose the alternative that seems best.

4. The students may prefer substituting some decisions they have had to make and have their peers weigh and analyze the possible consequences for the alternatives.

OBSERVATION NOTES

Students who do not know the steps in decision-making should be given extra instructions.

WHAT SHOULD RANDY DO?

Randy stared at the floor. His ears felt hot enough to burn holes in his head, but his mother talked on and on. "....So that's what I'm here about," she was saying to the teacher. "Something just has to be done about the way that big bully Tommy picks on my little Randy."

"I didn't realize Randy had any problems, Mrs. Hamilton. He's never complained to me......."

Mrs. Hamilton waved one hand impatiently. "Randy's just too sweet to complain about anything. The other kids could knock out all his teeth before he'd tell on anyone. But I think it's a shame that somebody like Tommy gets away with abusing a child as small as Randy."

Randy squirmed. He was sure that most of the kids in the room could hear his mother talking. He wished he could crawl through the floor. Tommy didn't pick on him. Sometimes Tommy was a little rough, but he'd never hurt Randy on purpose. The two boys had fun together, and if Randy got a couple of bruises now and then, what of it? Everybody got hurt occasionally, but nobody else's mother came to talk to the teacher about it.

Miss Shelley turned to Randy. "How do you feel about it, Randy?"

Randy mumbled. "Tommy and I.....we.......we get along okay.."

"Get along!" his mother interrupted. "How about the shirt I just mended? It seems as though every time you play with Tommy you come home with your clothes torn. And Tommy was the one who knocked your front tooth loose, remember."

"Awe, Mom, I ran into him. I told you that."

"Well, I want something done." Mrs. Hamilton stood up. "I'm not going to stand for having my Randy beaten up again."

Randy cringed. It had been like this last year and the year before. His mother always found something to complain about to the teacher. The kids razzed him about how she carried on, and yet she paid no attention to him when he told her he'd rather look out for himself. What should Randy do?

Area II- Category F- Competency 16

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO MAKE GOOD DECISIONS AND ACT ON THEM.
TIME: 2-30 MINUTE SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 4
MATERIALS: WORKSHEET-"WHAT IS THE RIGHT DECISION?" AND "RANDY'S DILEMMA"

"MAKING MY OWN DECISIONS"

INTRODUCTION: Making decisions is something we all do everyday. Students need to learn the steps to proper decision making in order to feel comfortable with their choices.

PROCEDURE:

1. The leader will need to write on the board the four steps of the decision making model.

   a) State the problem clearly
   b) Search for alternatives
   c) List pros and cons of each alternative
   d) Choose the best alternative

2. Hand out "What Is The Right Decision?". Discuss the following decisions that may have to be made in the course of a day. Require each student to label them on a scale of one to five, one being an easy decision and five being the hardest. Explain that we do not need to use the complete decision making process for easy decisions. However, we will feel much better about hard decisions if we do use the complete process. Allow each student five to ten minutes to complete this task.
3. Read "Randy's Dilemma" aloud to the class. Discuss the following questions:

   a) State Randy's problem clearly.

   - b) What alternative actions could Randy take (ways he could approach his mom, others he could ask for help)?
   - c) List the pros and cons of each alternative.
   - d) Choose the alternative that seems best.

4. Instruct each student to choose a problem about which they have had to make a decision. Each student will need to write the solution to the problem by using the four steps to decision making.
5. The students will then pass their problem to the person next to them. That student will write their solution to the problem by using the four steps in decision-making.
6. Repeat procedure five.
7. At the end of this process each student may have three solutions to the same problem.

OBSERVATION NOTES

Students who are still having problems with the decision making process will need additional clarification through individual sessions.

WHAT IS THE RIGHT DECISION?

1. What clothes to wear.
2. Whether to get up early enough to shower and brush your teeth or to sleep longer.
3. Whether to talk to your friend on the playground before school or to study a little more for your social studies test.
4. Whether to cheat on a test for which you are not prepared, or to do the best you can on your own.
5. Whether to ride the bus home or walk with friends.
6. What to bring to school for lunch.
7. Whether to give your book report today or try to get out of it until tomorrow.
8. Whether to go to a friend's party Saturday night or go to a baseball game with Dad.
9. Whether or not to show your report card to your parents.
10. Whether or not to tell your friend some unpleasant gossip you heard about him/her.
11. Whether or not to shoplift a package of gum. What if you are with a group of friends who are shoplifting?
12. Whether or not to smoke a cigarette.
13. Whether or not to share your cookies with your friend at lunch.

RANDY'S DILEMMA

Randy stared at the floor. His ears felt hot enough to burn holes in his head, but his mother talked on and on. ". . . So that's what I'm here about," she was saying to the teacher. "Something just has to be done about the way that big bully Tommy picks on my little Randy."

"I didn't realize Randy had any problems, Mrs. Hamilton. He's never complained to me . . ."

Mrs. Hamilton waved one hand impatiently. "Randy's just too sweet to complain about anything. The other kids could knock out all his teeth before he'd tell on anyone. But I think it's a shame that somebody like Tommy gets away with abusing a child as small as Randy."

Randy squirmed. He was sure that most of the kids in the room could hear his mother talking. He wished he could crawl through the floor. Tommy didn't pick on him. Sometimes Tommy was a little rough, but he'd never hurt Randy on purpose. The two boys had fun together, and if Randy got a couple of bruises now and then, what of it? Everybody got hurt occasionally, but nobody else's mother came to talk to the teacher about it.

Miss Shelley turned to Randy. "How do you feel about it, Randy?"

Randy mumbled. "Tommy and I. . . we . . . we get along okay . . ."

"Get along!" his mother interrupted. "How about the shirt I just mended? It seems as though every time you play with Tommy you come home with your clothes torn. And Tommy was the one who knocked your front tooth loose, remember."

"Aw, Mom, I ran into him. I told you that."

"Well, I want something done." Mrs. Hamilton stood up. "I'm not going to stand for having my Randy beaten up again."

Randy cringed. It had been like this last year and the year before. His mother always found something to complain about to the teacher. The kids razzed him about how she carried on, and yet she paid no attention to him when he told her he'd rather look out for himself. What should Randy do?

Area II- Category F- Competency 16

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO MAKE GOOD DECISIONS AND ACT ON THEM.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: COPIES OF "FIVE STEPS FOR MAKING A DECISION" AND "LET'S MAKE A DECISION" FOR EACH STUDENT

"LET'S MAKE A DECISION"

INTRODUCTION: This lesson provides students the opportunity to practice important decision-making skills.

PROCEDURE:

1. Tell the students that they are going to practice some decision making skills today.
2. Ask them to share some decisions they have to make every day. Since they have so many decisions to make, it is helpful to be aware of the steps involved in making a decision.
3. Distribute copies of the five steps for decision making to the students. Discuss and explain the five steps.
4. Distribute copies of "Let's Make A Decision" to the students. Instruct students to use the five steps to decide what they would do in the situations given.
5. After allowing time for students to complete the worksheet, ask for volunteers to share their decisions with the class and discuss. Try to get as many different solutions to the problems as possible.

OBSERVATION NOTES

Make note of any student who has difficulty making appropriate decisions. These students may need individual help with decision making skills.

FIVE STEPS FOR MAKING A DECISION

1. Define the problem.
2. Establish criteria for your choices.
3. Look at all the choices.
4. Look at the consequences of each choice.
5. Make the best choice for you.

EI-112

LET'S MAKE A DECISION

1. Jean is a very good student. Her friends have started making fun of her because of her good grades. She has started turning in school work that is not her best effort. Her teacher asked Jean if she has a problem. What should she do?

2. David loves sports. When he is playing a game he is torn between trying to shine as a star player and teamwork. What should he do?

3. Lisa had a big project that was due at school today. She was so rushed this morning that she went to school without it. What should she do?

4. John came home from school to find that his mother was not at home and he couldn't get into his house. What should he do?

5. Jim was at the store with his friend when the friend suggests they steal something. What should he do?

6. Betty has homework to do but her friend asks her to go some place with her. What should she do?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO MAKE GOOD DECISIONS AND ACT ON THEM.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: COPIES OF "DECISION MAKING VIGNETTES" AND ONE COPY OF UNFINISHED STORY: "WHAT SHOULD MARY DO?"

"WHAT SHOULD I DO?"

INTRODUCTION: Students have to make many important decisions. This lesson will give students practice in applying decision making skills. Be sure the students know the five steps in the decision-making process. See "Let's Make a Decision" lesson or "Decision-Making" lesson.

PROCEDURE:

1. Read the unfinished story: "What Should Mary Do?" to the class. Ask the students to tell what they would do if they were Mary.
2. Distribute copies of the worksheet, "Decision Making Vignettes". Instruct students to read each vignette carefully and decide what they would do to resolve each problem. They should make notes on the sheet.
3. When the students have completed their answers, ask them to share their decisions with the class. Discuss each as time permits.

OBSERVATION NOTES

Make note of any student who has difficulty making appropriate problem solving decisions. These students may need individual help with learning to make decisions.

WHAT SHOULD MARY DO?

Next to Christmas and birthdays, Mary liked drawing and painting more than anything else in the world. She liked to draw sleek brown horses with white spots on their legs. She liked to paint pictures of tulips and robins. And she spent many hours drawing girls in long, glittering dresses.

"Mary is a real little artist," her mother said one evening. "I wish we had the money to buy her all the paints and paper and crayons she needs."

Mary's father sighed. With seven other children in the family, there were more important things to buy, such as shoes and caps and sweaters.

At school, Mary's teacher gave her the job of cleaning out the supply cupboard. Every Friday, Mary stayed after school to sort out the crayons, put the paints and chalk away, stack the drawing paper, and sharpen the pencils.

Sometimes the teacher would come by and say, "Oh, that paint is all dried up. Better throw that jar out, Mary." Or "Why don't you throw away all the little stubs of crayons? The children don't use them."

But short, broken pieces were better than no crayons at all, so Mary always took them home instead of throwing them out. All week long she would look forward to Friday. She wondered how many pieces she'd find, or how many sheets of drawing paper had marks on them, or how many jars of paint might be drying up. Always, instead of throwing these things out, Mary slipped them in her lunch box and took them home.

Before long, Mary was taking home bigger and bigger pieces of crayon. Sometimes she took a few sheets of drawing paper that weren't marked up at all or a jar of paint that was still quite soft. Every week it was harder and harder for her to decide what was good enough to leave in the cupboard and what she should take home.

One day the teacher said, "My goodness! What happened to the magenta crayon? I was sure we had one here." And Mary remembered that she had taken it home because it had broken in two.

Mary began to feel uncomfortable. She was not sure what was right and what was wrong. Nobody else knew what she had been doing. Maybe she should stop taking anything. But it did seem foolish to throw out useful materials. What should Mary do?

DECISION MAKING VIGNETTES

Sue and her best friend, Carla, are both competing to be one of the sixth grade cheerleaders and have been practicing together. Sue makes the team and Carla doesn't. Carla begins to treat Sue cruelly. If you were Sue, what would you do? What would you do if you were Carla?

John is new in school and he doesn't fully understand his schedule. He asks Sharon for help and she intentionally tells him the wrong place to go. This causes him to be late and to be embarrassed. What would you do if you were John? What would you do if you were Sharon?

There is a girl in your classroom who has a body odor problem. Some of the students have teased her and others say that they hate to get near her, although she is really very nice. This girl is not one of your closest friends, but you do speak. What would you do?

You know a girl who took some of the money made from the popcorn she was selling at the Halloween Hop. She stole the money to buy her mother a gift, and her mother discovers she has stolen the money to buy the gift. If you were her mother, what would you do?

Brothers, Eric and Bobby, want to see different TV programs that come on at the same time, but there is only one television that is working. They are both determined to see their program. What would you do if you were either Eric or Bobby?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO MAKE GOOD DECISIONS AND ACT ON THEM.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: WHAT COULD YOU DO? SLIPS CUT APART AND PUT INTO A CONTAINER
REFERENCE: PROJECT CHARLIE

"DECISIONS, DECISIONS"

INTRODUCTION: Students need to learn decision-making skills. This lesson will provide practice in making decisions in specific situations. Attached are situations that are to be cut into slips and placed in a container for students to draw.

PROCEDURE:

1. Discuss that a decision involves making a choice between two or more things. For example: What to wear to school, what to eat for lunch, what to do after school.
2. Ask students to share some of the decisions they have had to make today or in the past week.
3. Allow students to volunteer to take turns drawing a "What Could You Do?" slip from the container and reading the problem aloud to the class. The volunteer student could offer a decision on the situation.
4. Students could then suggest other solutions to resolve the problems.

OBSERVATION NOTES

Watch for students who have trouble making decisions. They may need individual guidance with decision-making skills.

What Could You Do?

(Cut apart and put strips into container.)

Forgotten Project
You have a big project to do for school. You worked hard on it and it is due today. When you arrive at school, you realize you forgot to bring it and it is still at home. You call home, but nobody is there. What could you do?

Stolen Markers
You have a new set of colored markers. When you come in from recess, you notice that they are missing from your desk. What could you do?

Swimming
You invite your friend to go swimming with you. Your friend agrees to go, and then invites her cousin to go along without asking you if it is all right. How would you feel about this? What could you do?

Dare
There is a large tree in your yard, and your friends dare you to climb it. Your parents have told you never to try to climb it since it is dangerous. But your friends say you are "chicken" and afraid to try. What could you do?

Best Friend
You are playing with your best friend at recess when you see a group of your classmates playing soccer. You love soccer, so you ask them if you and your best friend can play. They say that you can, but your friend cannot. What would you do?

The Kitten
On the way home from school, you and your best friend find a little kitten. You both want to take it home. How do you feel about this? What could you do?

The Baseball Game
You have planned to go to the zoo with your friend on Friday afternoon, but the day before, you receive an invitation to a baseball game where most of your other friends are going. Your friend has not been invited. You would really rather go to the baseball game, but you know that your friend has been looking forward to going to the zoo with you. What could you do?

The Park
You are playing with your friends in the park near your house and a man you don't know is watching you. He asks you and your friends to come with him. He says he will buy everyone ice cream. What could you do?

The Playground

You are playing games with your friends when you notice that some kids are playing "keep away" with your best friend's baseball glove. What could you do?

The TV

You invite your friend over after school to watch TV. You want to watch your favorite show on one channel and your friend wants to watch another show on another channel. What could you do?

The Bicycle

You usually ride your bike to school. One day after school you go out to the playground and you find that your bike is missing. What could you do?

Field Trip

Your class is on a field trip. Some boys in your class are picking on you. They make fun of your haircut and your clothes. What could you do?

Toys

Your best friend has a toy that you really like. You don't have one like it. He won't share the toy with you and he makes fun of you for not having one of your own. What could you do?

Amusement Park

Your mom takes you to a local amusement park. She says you can have enough money to go on three rides plus buy one refreshment (candy, popcorn, etc.). However, there are six rides that you want to go on. What could you do?

The Late Friend

Your best friend said that she would come over to your house at 4:00 p.m. to go bicycle riding with you and your friends. It is now 4:30 p.m., your best friend isn't there and everyone is waiting. What could you do?

The Bully

There is one person in your class who picks on everyone. That person always puts people down, fights and scares people. While you are in the lunch line he pushes you and cuts into line ahead of you. What could you do?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO LOOK AT MY DECISIONS AND HOW TO CHANGE POOR ONES.
TIME: 30-45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET IS OPTIONAL

"RATING YOUR DECISIONS"

INTRODUCTION: Students should already be able to understand the idea of making decisions. It is important for students to understand why they chose the decision they have made. If students begin to realize this, they will be able to judge if they are satisfied or dissatisfied with the decision they have made. This will help a student become more open to changing a decision they have made that is not agreeable with their own values. To be able to understand one's own actions through one's own decisions, put the responsibility on each individual. This process of evaluating and judging each person's own decisions is the beginning of self-awareness and results in self-growth. Students will be asked to give examples of important decisions they have made and the reasoning behind these decisions.

PROCEDURE:

1. Explain to the students why it is so important that they understand why they make certain decisions. Explain that each person is responsible for the consequences of the decision he or she has made.
2. Ask students to define what values are - (beliefs that are important to you learned from family, friends, school, and church) Explain to students that many choices and decisions are based on their values. Students will be asked to give examples of values that are important to them, and why that value is important.
3. Students should know that values help them evaluate the decision they have made. Ask the students to write an important decision they have made and what values helped them come

up with this decision. Example of values (honesty: whether or not to cheat, steal; health: whether or not to smoke, or drink)

4. Ask for volunteers to share some important decisions the students have made.

OBSERVATION NOTES

Be aware of students who do not understand values. These students might have learned they only follow what others say or do. This student will have a difficult time learning about the differences between right and wrong. Be aware of students who make decisions that are obviously inappropriate. Ask these students in individual counseling what their values are and where they learned these values. This is very important to be aware of and follow-up on. These students may be behavior problems in class. Much of the time, students become behavioral problems because they have never been taught positive values. Be aware of students who understand their own values and are able to make good decisions. These students will be a good influence on other students who do not have values of their own.

FINDING THE RIGHT WORD

Directions:

There are some words in the box below that will tell you some good qualities for boys and girls to have in school and at home. The words are mixed in with all the letters you see in the box. Sometimes you can find the words in a row of letters that go forward or backward or in a row that goes up and down. Some words may go in a diagonal line. Draw a circle around each word as you find it. The words listed at the bottom are the ones you are looking for in the box.

L	G	E	D	N	S	R	K	W	H	I	M	R	U	H
R	L	U	F	T	S	U	R	T	O	D	Q	P	L	L
C	O	P	R	S	S	E	L	P	F	U	L	Z	I	O
B	L	S	T	H	O	U	G	H	T	F	U	L	Y	Y
K	U	I	C	D	X	A	L	E	L	W	O	C	P	A
N	F	N	B	E	Y	B	E	A	R	Y	G	L	Q	L
S	H	C	N	E	A	T	T	R	U	T	H	F	U	L
A	T	E	H	I	N	D	R	A	G	G	O	R	D	V
E	I	R	K	C	H	O	N	E	S	T	O	A	R	D
L	A	E	I	R	Y	B	T	H	S	T	E	V	E	W
H	F	W	M	B	R	E	L	I	A	B	L	E	S	Z
G	O	O	D	Z	N	B	Y	W	P	L	Y	R	K	A
A	W	Y	L	D	N	E	I	R	F	L	I	G	I	N
Y	C	H	E	R	Z	S	Z	A	P	A	T	C	N	M
M	T	K	A	L	Q	B	O	H	F	P	S	E	D	U

honest
friendly
sincere
truthful
kind

helpful
loyal
trustful
fair

faithful
reliable
good
thoughtful

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO LOOK AT MY DECISIONS AND HOW TO CHANGE POOR ONES.
TIME: 45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: DECISION MAKING MODEL HANDOUT (OPTIONAL)

"RIGHT OR WRONG"

INTRODUCTION: Students will practice using the decision making model to give them a strategy for judging and changing decisions.

PROCEDURE:

1. Explain that making decisions is sometimes difficult, and that one way to clarify decisions is to write them down in a format which will enable them to be evaluated and make changes as necessary.
2. Elicit suggestions for a situation that does not evoke an immediate answer.
3. Pass out the "Decision Making Model" handout.
4. Discuss how to state the problem clearly and write on handout, chalkboard, or use transparency on overhead projector.
5. Brainstorm and list alternatives.
6. Brainstorm and list pros and cons for each alternative.
7. Decide on a solution to try.
8. Check decision with trusted friend or authority.
9. Try it and make judgment on the success of the solution.
10. If the decided upon solution did not work, go back to step seven and try an alternative solution.
11. Summarize by restating the advantages of following the steps in making a decision.

Emphasize that one can quickly use an alternative when alternatives are previously planned.

OBSERVATION NOTES

Be aware of students who cannot follow the model and plan to work with them in small groups.

DECISION-MAKING MODEL

Step 1 State the problem or decision to be made clearly.

The problem or decision to be made is:

____
____

Step 2 Write down all solutions that are possible:

____
____
____
____

Step 3 Write down the pros (strengths) and cons (weaknesses) of each solution written above:

____
____
____
____

Step 4 Discard the solutions written above which appear to be "unworkable" in this situation. Write down only the solutions which appear to be best at this point.

____
____
____

Step 5 Review the solutions in Step 4 and choose "the best."

____

Step 6 Check this decision with an authority figure.

Step 7 If this decision is agreed upon, try it.

Step 8 Evaluate the decision. If it worked, Congratulations! If it did not, go to Step 9.

Step 9 Go back to Step 5 and choose an alternative solution.

Step 10 Try again and repeat evaluation of this decision.

Area II- Category F- Competency 18

AREA: KN0WLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO ACCEPT RESPONSIBILITY FOR MY DECISIONS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 5
MATERIALS: WORKSHEETS- "INTERPERSONAL RELATIONS CHECK LIST" AND "VALUES RANK ORDER"

"VALUES"

INTRODUCTION: When faced with a problem situation, students need to consider how their personal values and the influences of others affect their decisions.

PROCEDURE:

1. Explain that a value is something that is important to someone. Different people, faced with the same situation, may choose different courses of action because they have different values. Require students to complete the attached "Interpersonal Relations Check List". Use this as a springboard for completing the attached "Values Rank Order".
2. Follow the Decision-Making model in working through this situation:

   Calvin's mother is out and his younger sister is at home. She is his responsibility. Three of Calvin's friends come by and ask him to play ball with them. They want him to pitch for their team that is going to play in the park.

   Questions

   Step 1. State the problem clearly. What is Calvin's problem?
   Step 2. Search for alternatives. List as many as possible: he could stay home, take his sister to the park, ask a neighbor to watch her, leave her home with the dog.

Step 3. List the pros and cons of each alternative:

a) Include values and consequences. For example, if he stays home, mother will be pleased but he may lose the pitching spot on the team. He would be acting in keeping with the values of responsibility and keeping promises, but not in keeping with the value he places on getting attention from his friends and on athletic competition.
b) Also there are some unanswered questions. It may be necessary to assume the answers in order to proceed. For example, how long mother will be gone, how the sister feels about going to the park, whether or not this situation has happened before or how frequently Calvin gets the opportunity to play ball.
c) From whom does Calvin feel pressure in making his decision? Mother? Sister? Friends?

Ask the students to think of decisions they've had to make and identify the sources of pressure or influence. Does this pressure make the decision harder or easier?

Step 4. Choose the best alternative. After the expanded discussion on Step 3, it might be effective to encourage the students to note individually which alternative they would choose. Make sure they consult adults in the process. The fact that different choices may be made leads naturally into the final stages of decision-making, implementing a plan of action and checking the results. If the first plan does not accomplish the goal, then an alternative may be used. These steps may be explained briefly at this time.

Step 5. Implement a plan of action.

OBSERVATION NOTES

The leader needs to be aware of students who responded negatively to many items on the worksheet.

INTERPERSONAL RELATIONS CHECK LIST

Put a checkmark under the one that best describes the way you usually behave.

	Not Very Often	Part of the time	Most of the time
Do I try to help people when they need help?			
Do I listen to other people's advice and follow it if I know it's right?			
Do I obey the rules of the group?			
Do I let other people give their opinions?			
Do I talk while other people are talking?			
Do I make other people follow my ideas?			
Do I make fun of other people because of the way they look?			
Do I show respect for adults?			
Do I cause trouble in my family or group when I don't like what they are doing?			
Do I respect the belongings of other people?			
Do I show respect for other people my own age?			

VALUES RANK ORDER

The following is a list of some values that are important to people. Try to decide which of these is most important to you and put a "1" next to it. Put a "2" next to the second most important. Continue up to "19".

_____ Honesty

_____ Friendship

_____ Respect for others

_____ Doing your best

_____ Following the rules

_____ Being helpful

_____ Bravery

_____ Being your own boss

_____ Carefulness

_____ Leadership

_____ Open-mindedness

_____ Loyalty

_____ Responsibility

_____ Being noticed

_____ Keeping promises

_____ Being intelligent

_____ Being athletic

_____ Health

_____ Approval from others

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO ACCEPT RESPONSIBILITY FOR MY DECISIONS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: HANDOUT

"RULES ARE A PART OF LIFE"

INTRODUCTION: This activity encourages creative thought and group interaction about the implication that rules have for people in our society.

PROCEDURE:

1. On a board or poster board write, "Rules are part of life. Do we have to have rules?"
2. Divide students into small groups of three to five. Explain the importance of keeping their ideas quietly flowing in their small group.
3. Give each group one of the "Question Sheets".
4. Give the groups a time limit of 4-5 minutes to brainstorm responses to the question.
5. Collect the papers and redistribute them among the groups. Time the next question, and encourage the groups not to duplicate ideas.
6. Collect the sheets after all groups have responded to the question.
7. In another session let students pick one of the questions and evaluate the responses, leading to a discussion of how rules are a necessary part of life.

OBSERVATION NOTES

This is a good activity to stimulate group discussion and interaction.

QUESTION SHEETS

What would happen if no one needed a driver's license to drive a car?

QUESTION SHEETS

What would happen if there were no grades in schools?

QUESTION SHEETS

What would happen if everyone ate in the school lunchroom at the same time?

QUESTION SHEETS

What would happen if everything in the supermarket was free?

QUESTION SHEETS

What would happen if you didn't have to clean your room?

QUESTION SHEETS

What would happen if there were no speed limits?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO BE A GOOD FRIEND.
TIME: 1 OR 2 CLASS PERIODS
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: CONSTRUCTION PAPER, CRAYONS OR MARKERS FOR ALL STUDENTS

"GLADVERTISEMENTS"

INTRODUCTION: Students need to recognize friendship qualities in themselves and others in order to have more meaningful relationships with friends.

PROCEDURE:

1. Tell the class that today they are going to discuss the special qualities that they can offer a friendship. State, "We are going to pretend that each of us in the class has been invited to a meeting where we will be able to find new friends. Before we can go to the meeting, we must create a "Gladvertisement" announcing the qualities that make us a good friend. This sign will be our ticket into the meeting and our way of locating new friends."
2. Distribute materials and allow about ten minutes for the students to make their "Gladvertisements." The leader should create one also. The signs can contain drawings, phrases, or anything else that the students think will get the message across about the personal qualities they can offer a friendship. Characteristics to focus on include personal qualities, interests, hobbies, talents, and things they like to do with others.
3. After the students complete their "Gladvertisements," ask students to share their signs with the class, describing the characteristics that make them good people to have as friends.
4. Display the "Gladvertisements" in the room.
5. If interest and time permits, the lesson may be extended to a second class period to allow all students to talk about their "Gladvertisement." Discussion questions:

   a) What did you enjoy about sharing your "Gladvertisement?" What made it difficult?

b) We all have special qualities that make us an ideal friend to someone. If this is so, why do you think so many people keep these qualities inside and have few friends or none?

c) How can people help others feel comfortable sharing the qualities they can offer in a friendship?

d) In our friendships, how can we make sure we're giving to others what we need ourselves?

OBSERVATION NOTES

Be alert to students who have difficulty writing positive friendship qualities about themself. They may need counseling to improve self-esteem.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO BE A GOOD FRIEND.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: LARGE SHEETS OF NEWSPRINT, CONSTRUCTION PAPER, SCISSORS, MARKERS, MASKING TAPE

"STAMP OUT KILLER STATEMENTS"

INTRODUCTION: Students need to understand how negative statements affect their friendships. This lesson will help students focus on positive statements and make others feel important. Thus, they should gain more friends.

PROCEDURE:

1. Ask the class to think of all the different things to do or say that would make another person feel special, important, worthwhile and lovable. Ask the class, "How often do your friends and classmates do or say these things?" If there are few positive responses, ask them to give reasons why this is so.
2. Explain that among students this age it's just as common for people to tear each other down as it is for them to build each other up. However, point out that to be a good friend and have more friends, the students need to stamp out "killer" statements and frequently use "build-up" statements. Also, killers and build-ups can be either verbal or nonverbal. For example:

Build-Up Statements	Killer Statements
Verbal:	Verbal:
"I like what you're wearing today."	"You stink!"
"Boy, you really did that well."	"You're no good at that."
"Can I help you?"	"That's a dumb answer."

Build-Up Statements	Killer Statements
Non-verbal:	Non-verbal:
Patting someone on the back.	Turning or looking away.
Smiling at someone.	Making a face/raising eyebrows.

Tell students that today they are going to practice stamping out killer statements with build-up statements. Tape large sheets of newsprint on the chalkboard. Ask students to brainstorm killer statements as they are recorded on the newsprint. Agree ahead of time that no swear words are allowed. You may want to cut the newsprint into the shape of a large mouth or another symbol that can be stamped out. You will place feet over it later in the lesson.

3. When ideas seem to be exhausted, review with the class. Ask, "What effect will these statements have on students?" "How will this affect friendships?"
4. Hand out paper, scissors, markers, and tape to the class. Ask students to cut the shapes of large feet out of paper and write positive build-up statements on the feet. If necessary, give examples such as the following: "I like the way you did that." or "You're cool."
5. To complete the activity, the students may tape the footprints over the negative statements--thereby stamping out the killer statements with build-ups.
6. When the students are finished taping their footprints, read a few of the build-up statements and discuss. Ask, "What effect do you think these statements will have on others?"

OBSERVATION NOTES

Make note of students who have difficulty writing build-up statements. They may need individual counseling in ways of providing positive reinforcement to others.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO BE A GOOD FRIEND.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEETS

"SUPER FRIENDSHIPS"

INTRODUCTION: This lesson stresses the importance of friendships and looks at the process involved in establishing good friendships with peers.

PROCEDURE:

1. Begin the lesson by discussing the importance of having good friends in our lives. Discuss how students would feel if new persons were to enter the class today and they could have them person for their best friends. What qualities would they want them to have in order for them to be friends? Students may mention nice, happy, caring or fun. Write these qualities on the board. Ask students to close their eyes to think of a secret they have, a deep dark secret. What qualities would your friend have to have for you to be able to tell them that secret? Write these qualities on the board. Discuss why these qualities in a friend are important.
2. Pass out the Friendship activity sheet.

   a) Ask students to fill out the sheet. They may use the qualities written on the board. Ask students to rank in order of importance the top five qualities they look for in a friend.
   b) Next, ask students to write the two most important qualities a friend should have for them to share their deep, dark secret with. Which is the most important quality?
   c) For the next step, ask students to write the five qualities that best describe them as a friend.

d) Ask students to finish the statement: I noticed. . . (For example, I noticed that the best way to keep a friend is to be honest with them.)

e) Students may break into small groups and share their top qualities. Here are some examples of qualities for a super friend:

nice
proud
friendly
talented
good attitude
alive
listener
feeling
brave
honest
caring
humorous
active
fun
thoughtful
dependable

3. Pass out the Roommate Application form. Explain to the class that it's time for summer camp. Each of them will be going to camp and sharing a room with a roommate. Several weeks before the students go to camp, each student needs to complete the roommate application form. The students will be matched with other students of the same sex by the leader. Allow time for students to pair up with their roommate to compare results. Perhaps, they could do something special for their roommate before the week is up like sit with them at lunch or play with them at recess.

OBSERVATION NOTES

Some students may be uncomfortable with identifying qualities they look for in friendships and qualities they have themselves. These students may need individual counseling to enhance the friendship building process.

FRIENDSHIP ACTIVITY SHEET

Please list the qualities for each section below. Some examples of friendship qualities are nice, friendly, brave, good, honest, smart, dependable, kind and others.

A. Qualities I look for in a Super Friend:

____

____

____

B. Qualities I look for to tell a deep dark secret:

____

____

____

C. Qualities for friendship I have are:

____

____

____

D. I noticed. . . .

____

____

____

ROOMMATE APPLICATION

Please fill in the blanks below:

Name:______________________________Age:____________Sex:________

Classes you like in school:____

Sports you like:____

Other Hobbies (music, art, crafts):________________________________

Qualities of friendship that describe you from the friendship worksheet:____

Your favorite food:_________________________

Your living habits (messy, clean, stay up late, early riser):

____

Your favorite music:____

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY:	I KNOW HOW TO BE A GOOD FRIEND.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	4-6
MATERIALS:	PAPER, PENS OR PENCILS		

"WHAT IS A GOOD FRIEND?"

INTRODUCTION: This activity is designed to help students express their feelings and ideas regarding the qualities of a good friend.

PROCEDURE:

1. You may want to introduce the lesson by reading excerpts from books showing true friendship and discuss friendship qualities in the stories.
2. Have the students share some recent experiences in which they felt they were shown true friendship.
3. After completing the sharing session, allow a few minutes for students to write the qualities they have. Try to allow enough time for students to voluntarily read their list.

OBSERVATION NOTES:

Note any student who appears shy or unable to share and express their feelings about friendships. You may want to give these students some additional time to explore this topic with you. This is a good introductory activity for a unit on friendship.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO BE A GOOD FRIEND.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: COPIES OF FRIENDSHIP APPLICATION FOR EACH STUDENT

"FRIENDSHIP APPLICATION"

INTRODUCTION: Friendship is very important to everyone. This lesson provides students the opportunity to look at qualities that are important in a friend so they will know how to be a good friend.

PROCEDURE:

1. Discuss qualities of friendship with the class. Write some of their ideas on the chalkboard.
2. Ask the class if anyone can explain what an application is? Distribute copies of the friendship application to each student. Ask them to fill them out without discussing their answers with anyone. Instruct them to fold their application in half and collect them.
3. Choose applications from those turned in and read them to the class. Ask students to guess whose application it is after listening to the qualities for friendship listed. Reinforce positive friendship qualities.
4. Stress to students that if they want good friends, they must be a good friend. They need to remember the positive qualities people are looking for in a friend and try to practice or develop those qualities in themselves.

OBSERVATION NOTES

Be alert to students who have difficulty saying positive things about themselves on their application. They may need individual guidance on self esteem.

FRIENDSHIP APPLICATON

My name is____________________________

My age is______

My teacher's name is________________________

Three words that describe me are:

____

____

____

Some sports I like are:

____

____

Some pets I like are:

____

____

I would be a good friend for someone because:

____

____

____

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND MY FRIENDS AND CLASSMATES.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: NONE

"DID I HEAR WHAT YOU SAID?"

INTRODUCTION: Students will improve communication by practicing paraphrasing. These tasks will emphasize to the students how important it is to listen to what others are saying.

PROCEDURE:

1. Activity- Ask for five volunteers. Send four of them out in the hall to be called individually. Read the rumor clinic to the first person and tell them to repeat it to the next person who comes into the room. Do this until the last person repeats what he heard to the class. There can be no asking questions during the activity. The class will act as observers. Remind them that this is difficult and if they make mistakes, it is okay. Ask them what could have helped them repeat this rumor to the next person without as many mistakes? (Asking questions and clarifying what was said.) Rumor Clinic- I need to report an accident. As I was leaving the corner drug store, I saw a sports car speeding through the intersection of Elm and Third. A truck coming from the north, was attempting to turn right, and a van coming from the south, was turning left. There seemed to be quite a bit of damage to the car, and people need to get to the hospital.
2. Discussion- Paraphrasing is used to emphasize the need to listen to what another person says. Communication is a two-way street and at times difficult. Much of our communication is really talking at someone rather than with them. Paraphrasing helps us listen.

3. Activity- Ask for several statements from the class and demonstrate paraphrasing. Paraphrase both content and feeling. Do this several times until everyone understands that paraphrasing is simply restating the sentence and the feeling of that sentence. Allow students to say, "Yes, that is what I said" or "No, that is not what I meant." Explain that some helpful ways to begin paraphrasing might be:

   a) I hear you saying...
   b) What I think you said...
   c) It sounds like...

4. Activity- Divide the class into groups of three, two communicators and one monitor. The two communicators must pick a subject. The designated speaker initiates the conversation by making a statement. The listener must respond by first paraphrasing the speaker's statement to the satisfaction of the speaker. The observer determines if the listener paraphrased accurately. Then the listener makes a statement. The speaker must paraphrase first, and then make a statement. Continue on in the above manner for 15 minutes. Observer monitors the process. Then switch roles.
5. Discuss- This task emphasizes that we usually do not listen to what other people are saying. If we do, it is a difficult task. How do you feel doing this? Did you think you were listened to? Did you want to respond right away without paraphrasing? Did you think you were listened to? Would this be an easy way to communicate all the time? What did you learn?
6. Keep a journal in which you record the following:

   a) a statement made
   b) your paraphrase
   c) the reaction of the person

   Discuss these journals in a follow-up. Help the children understand that this simple technique really encourages communication.

OBSERVATION NOTES

This activity could be repeated at each grade level and should be followed up at the middle and high school level.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND MY FRIENDS AND CLASSMATES.
TIME: 30-40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: "GIFT FOR YOU" HANDOUT AND COLORS

"A GIFT FOR YOU"

INTRODUCTION: Students will enhance their self-esteem by realizing that giving someone your thoughts is one of the best gifts you can give. Students will also receive positive statements from others.

PROCEDURE:

1. Discuss the fact that you can give a gift to a person that doesn't cost you anything.
2. Ask students to draw a name out of a box and fill out the handout with the information required.
3. Students may decorate the handout with colors.

OBSERVATION NOTES

Be aware of students who might not know each other very well and are not sure how to respond to the statements. Assist those students in thinking about adjectives they may not be aware of.

"A GIFT FOR YOU"

To:___________________________
From:___________________________

The thing I like best about you is _______________________________

____

Three adjectives that describe you are:

1. ________________________________

2. ________________________________

3. ________________________________

I remember the day when ______________________________________

____

If I could make a wish for you, I would wish for you to have ______

____

A time when you were a good friend was ________________________

____

Area II- Category H- Competency 20

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND MY FRIENDS AND CLASSMATES.
TIME: 30-40 MINUTES
GROUP SIZE: 5-8 STUDENTS GRADE LEVEL: 4-6
MATERIALS: 3X5 RISK CARDS (COPIED FROM RISK SHEET)

"LET'S DEAL WITH RISK TAKING"

INTRODUCTION: Student groups can have meaningful discussions about group trust, self-disclosure and risk taking. They also benefit from a chance to practice the group rules.

PROCEDURE:

1. Review group rules (leader can decide what type of rules they want, or use rules provided below).

    a) Only one person may talk at a time.
    b) Listen to group members.
    c) Only one person per time is handling a card.
    d) All group members should be able to see, be heard, and observe what is happening in the group.

2. Form a circle.
3. The leader starts by saying "I am Miss....." The first student to her right says, "I am..... and that's Miss....." This process is continued around the circle until the last person has repeated everyone's name. The second time around, each student must add something that they like and that starts with the same sound as their names, "I am Lucy and I like things such as, lollipops". Continue around the circle until the last person has repeated everyone's name and the thing that they liked.

4. After all students have given their name to the group, they can now proceed to the second part of this activity (risk cards).
5. Risk cards. Stress the importance of listening and observing the no put down rule in order to make it easy to share and take risks. Go around the circle and ask each student to read and complete the risk card. As a variation, ask the students to guess how a person might complete the card.

OBSERVATION NOTES

Some of the statements that the students say may give more insight into their feelings and attitudes.

EXAMPLES OF RISK CARDS.......

In school I do my best when......
If I were a teacher I would......
I don't like to eat......
If I were 5 years older I would......
If I had a million dollars I would......
I get angry when......
On Saturdays I like to......
My family likes to......
I love to eat......
Something I do well is......
At school I like to......
I feel silly when......
If I could be invisible I would......
An important person to me is......
When I become a parent I......
I once got hurt when......
I'd like to solve the problem of......
I don't like it when......
A sound I like to hear is......
I love to give......
I like going home because......
If I were very small I would......
I get attention by......
I would hate to lose......
As a friend I can be counted on to......
Once someone helped me by......
I wish people would stop......
I look best when......
People can hurt my feelings by......
I need to improve in......
A good friend is someone who......
If I were a giant I would......
School would be better if......
I would like a great big......
If I had a magic ring I would......
An important thing in my life is......
Something my parents like about me is......
I wish I could......
I need more......
Something I like about adults is......
When I want attention from teachers I......

I would be happier if......
If I were a teacher I would......
The best time of the day for me is......
One of the best things about me is......
I like to play......
My best vacation was......
I feel embarrassed when......
On Sundays my family......

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND MY FRIENDS AND CLASSMATES.
TIME: 2- 30 MINUTES SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: HANDOUT-"THE REAL UNDERDOG"

"THE REAL UNDERDOG"

INTRODUCTION: Students need to understand how other students act when they are insecure and do not like themselves. They need to realize why these students do and say certain things. They can learn ways of dealing with this type of student.

PROCEDURE:

1. Discuss the characteristics of a bully. (selfish, inconsiderate, mean)
2. Discuss the characteristics of a nice guy. (caring, considerate, friendly)
3. Pass out the handout and read the directions to the students.
4. Ask each student to fill out the handout.
5. When students are finished, list their descriptions for good and poor self-images on the board under the correct column heading.
6. When the lists are complete, the counselor should discuss ways to cope with situations listed in the poor self-image column.

OBSERVATION NOTES

Be aware of any student who may not volunteer any information and tends to look in the direction of a class bully. This student may be afraid of and may actually be subjected to threats from a bully.

"THE REAL UNDERDOG"

Listed below are different ways students act. Students do some of these things because they actually do not like themselves. They are not happy with themselves. But, they do not want anyone to know this, so they will do some of the things in the list below. Students who like themselves, feel good about themselves, and are happy and fun to be around will also demonstrate some of the behaviors in the list below.

1. Shows off
2. Is loud and noisy
3. Acts cool
4. Laughs a lot
5. Always has to be the boss
6. Laughs at people
7. Takes turns
8. Cons people
9. Lies
10. Picks on people
11. Always has to pick for teams
12. Makes fun of others
13. Polite and courteous
14. Usually Agreeable
15. Makes fun of people
16. Is proud of himself
17. Helps others
18. Listens to others
19. Is at ease with people
20. Takes advice

Directions: In the first column write the behaviors of people who like themselves. In the second column write the behaviors of people who do not like themselves.

Good Self Image	Poor Self Image
1.____________________________	1.________________________
2.____________________________	2.________________________
3.____________________________	3.________________________
4.____________________________	4.________________________
5.____________________________	5.________________________
6.____________________________	6.________________________
7.____________________________	7.________________________
8.____________________________	8.________________________
9.____________________________	9.________________________
10.____________________________	10.________________________

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND MY FRIENDS AND CLASSMATES.
TIME: 40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4
MATERIALS: HANDOUT- NICEY FORM/GRIPEY FORM (ENOUGH FOR EVERY STUDENT TO HAVE SEVERAL)

"NICEY/GRIPEY BOXES"

INTRODUCTION: Explain that in any group situation there are bound to be both good and bad feelings about the behavior of others. Communication of these feelings is important. This is why "nicey" and "gripey" boxes (attractively decorated shoe boxes) are provided for the group.

PROCEDURE:

1. Give each student a copy of the handout "Nicey Form and Gripey Form". Have them write one good thing about a student in the group on the "nicey" form, and report a concern(s) on the "gripey" form. (Do not use names.)
2. Share some "nicey" expressions with the class. Select a few "gripey" concerns that will not pinpoint individuals. Have students volunteer solutions for the "gripey" concerns, and discuss positive/negative aspects of the solutions.

OBSERVATION NOTES

Classrooms who summit more "gripey" concerns than "nicey" comments may need further group lessons on friendships.

NICEY FORM

I HAVE A "NICEY" TO GIVE YOU ABOUT ______________________

HERE IS MY "NICEY": ______________________________________

____

____

DATE: ____________________

GRIPEY FORM

I HAVE A "GRIPEY" TO GIVE YOU ABOUT ______________________

HERE IS MY "GRIPEY": _____________________________________

____

____

DATE: ____________________

NOTE:

"GRIPEY SHOULD INCLUDE"

_____who or what causes the problem.

_____why it is a problem for you.

_____what is the problem.

_____ when it is a problem.

_____ where it is a problem.

_____ how you think the problem can be solved.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 2-30 MINUTE SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET- TYPES OF CONFLICTS AND RESOLUTIONS AND WORKSHEET- HOW I HANDLE CONFLICT; DICTIONARIES

"CONFLICT RESOLUTION"

INTRODUCTION: Students will have their own ways of handling their conflicts. Their ways of handling conflicts may be recently learned behaviors or behaviors learned over a period of time. Some students may react in an aggressive manner, unable to take the time to analyze the conflict and select alternatives for resolving the conflict. Students will need help in developing a repertoire of options they can use as they become aware of alternate conflict resolutions. This lesson will give the students an opportunity to examine different types of conflicts and determine options for handling these conflicts.

PROCEDURE:

1. Session One: Assist students in looking up the following words in their dictionaries: conflict, resolution, aggressive, alternative and option. Discuss the terms.
2. Have the students tell about conflicts they have had at home or school. Discuss how they resolved those conflicts.
3. Students may state aggressive ways these conflicts have been handled in the past, such as fighting, arguing, cursing and name calling.
4. Ask the students if being aggressive helped solve the conflict. Indicate that conflict is not usually resolved by aggression and that other problems may arise such as families getting involved, police officers being called, juvenile court interventing, students being suspensed from school.

5. Discuss what alternatives or options other than fighting can be used for resolving conflicts.
6. Session Two: Distribute copies of the "Types of Conflicts and Resolutions" worksheet to the students. Read with the students each conflict and brainstorm conflict options that can be used to resolve it. The students should consider the following questions for the conflict situations:

   a) Who are the parties involved in the conflict?
   b) Can you describe the conflict?
   c) What are two or more options for resolving the conflict?

7. Distribute a copy of the worksheet "How I Handle Conflict" to each student. Help the students read each option and indicate how often they use it by placing a check mark in the appropriate column (all of the time; most of the time; some of the time; not very often; never).
8. If time is a problem the leader may wish to have the "How I Handle Conflict" completed at another time or as homework.

OBSERVATION NOTES

Students who appear to have difficulty finding alternatives for resolving conflicts may need individual or group guidance in this area.

TYPES OF CONFLICTS AND RESOLUTIONS

A

Mary and Janet both like Robert. Beverly tells Janet that Mary has been talking about her to Robert. Janet spreads the words that she is going to get Mary after school.

B

John is cheating on the spelling test and his answers fall on the floor in front of his friend William's desk. The teacher walks by and picks up the paper and accuses William of cheating.

C

Lisa's mother makes her baby-sit whenever she is busy or has to run errands. Lisa has been kept home from school in order to watch her two little brothers. Her teacher has been on her back and Lisa is unhappy about missing her playtime in the evening.

D

James brought a friend home from school who is of another race. His brother, Ray, makes the comment: "Don't you have any friends of your own kind?"

HOW I HANDLE CONFLICT

Directions: After each of the following options, indicate how often you use it by placing a check mark in the appropriate column.

When I am in a conflict, I:	All of the time	Most of the time	Some of the time	Not very often	Never
1. Threaten the other person	____	____	____	____	____
2. Give in or give up	____	____	____	____	____
3. Reach a compromise	____	____	____	____	____
4. Apologize	____	____	____	____	____
5. Fight it out physically	____	____	____	____	____
6. Pretend to agree	____	____	____	____	____
7. Get help from someone else	____	____	____	____	____
8. Avoid the person	____	____	____	____	____
9. Change the subject	____	____	____	____	____
10. Let someone solve it for me	____	____	____	____	____
11. Endure and hope it will get better	____	____	____	____	____
12. Try to forget, ignore, or hide it	____	____	____	____	____
13. Whine or complain until I get my way	____	____	____	____	____
14. Try to understand the other person's point of view	____	____	____	____	____
15. Admit I am wrong	____	____	____	____	____

Area II- Category H- Competency 21

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY:	I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	5-6
MATERIALS:	WORKSHEET-"CONFLICT AND ME"		

"INTRODUCING CONFLICT RESOLUTION"

INTRODUCTION: This lesson is an introduction to a unit teaching conflict resolution skills. It should be followed by specific lessons teaching ground rules and communication skills for resolving conflicts. Students will recognize the range of conflicts within their experiences and identify the need to learn skills for dealing effectively with conflict situations.

PROCEDURE:

1. Write "conflict" on the board and solicit student definitions of the term. Lead students in a brainstorming activity thinking of all the various situations in which conflicts occur. These responses could range from wars between nations to babies fighting over toys. Alternately, this could be achieved by displaying a series of pictures depicting a wide range of conflict situations and asking students to comment on the common aspects of the series.
2. As students' reactions to conflict are processed, establish the following points:

    a) Since all people are different and have individual needs and desires, conflicts are inevitable when people live together.
    b) Since they cannot avoid conflict, it is important that students develop skills for dealing with it effectively.

3. Personalize the discussion by asking students to report on those conflict situations that are most common for them.

4. Ask students about ways in which they know that conflicts can be settled. Fit responses into the following categories:

    a) violent resolution-fighting, threatening
    b) giving in-when one person always gives in
    c) talking over a compromise

5. Introduce the concept of winners and losers in conflicts. Lead students to understand the desirability of achieving "win-win" outcomes under category(s). Emphasize that the purpose of subsequent instruction is to teach the skills needed to reach that outcome.
6. Give students the worksheet to further personalize their experiences of conflict. Lead students through each item. Walk around the room and observe student responses as they write.
7. Process the activity by asking students which of the categories raised the most serious conflict issues for them.
8. Reiterate the importance of developing skills for dealing with these situations.

OBSERVATION NOTES

Make note of students expressing unique or particularly intense issues and follow up with individual contacts.

CONFLICT AND ME

Answer each question as honestly as you can. The purpose of this exercise is to see how you handle conflict situations.

	Conflict Situation	What I Usually Do	How I Feel
1.	When someone calls my mother a name. . .		
2.	When someone blames me for something I didn't do. . .		
3.	When someone pushes me or hits me for no reason. . .		
4.	When someone steals my pencil or money. . .		
5.	When someone "puts me down" or makes fun of me. .		
6.	When someone tells me to do something I don't want to do. . .		
7.	When someone talks behind my back and says things that are lies. . .		

Write "A" if you agree or "D" if you disagree with the statements below:

___ As long as there are people there will be conflict.
___ A conflict can be as small as an argument or as large as a war.
___ In a conflict, there will always be a winner and a loser.
___ Conflicts between individuals or nations can sometimes be resolved in ways other than violence and war.

When I get angry I____

I am_________am not__________satisfied with the way I now solve conflicts.

I would____________would not___________like to learn ways to solve conflicts.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 6
MATERIALS: "GOSSIP STORY"

"THE GOSSIP GAME"

INTRODUCTION: Tell the students that you are going to demonstrate that often when they hear second hand information, the information may not be completely true. This distorted information could cause hurt feelings which could possibly lead to a fight.

PROCEDURE:

1. Choose four students (students A, B, C, D). Student A stays in the room while students B, C, and D go out in the hall.
2. Read the Gossip Story to student A in front of the class. (You may want to use another story)
3. Call student B into the room. Student A now repeats the Gossip Story to student B as he remembers it.
4. Call student C into the room. Student B now repeats the Gossip Story to student B as he recalls it.
5. Call student D into the room. Student C repeats the Gossip Story to student D from memory.
6. Discussion: Ask the class the following questions:

    a) What was the first change in the story that made the story untrue?
    b) How did this change of information affect the story?
    c) If persons in the story heard the changed version, would they become upset? Would they become upset enough to start a fight?

OBSERVATION NOTES

This activity is a fun way to make a broad point with the entire class. It could be used as a preliminary activity to setting up group counseling with children who are having difficulty spreading and dealing with gossip. You may want to use another gossip story instead of the one attached.

GOSSIP STORY

The scene is a movie theater. Down the street from the theater is a Quick Shop where Jimmy had first stolen some candy bars and was being chased on foot by a policeman. In the lobby of the theater, Joshua is putting money into a video machine. Joshua is tall, has brown hair and is wearing a gray jacket. Another boy, Richard, walks into the lobby. He is short with black hair. The video game does not go on the screen and no money is returned, so Joshua starts banging on the machine. The manager sees the two boys at the video machine and walks over to them. Joshua steps back into the theater and the manager grabs the other boy and says I'm calling the police. Joshua watches as the policemen arrest Jimmy for stealing from the Quick Shop.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 60 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: NONE

"LET'S MAKE A DEAL-LEARNING TO COMPROMISE"

INTRODUCTION: One of the primary verbal skills necessary for dealing effectively with conflict is the ability to compromise. This is a skill that does not come easily to some children and needs to be modeled for them and practiced by them.

PROCEDURE:

1. In order to establish the cognitive set, tell a story about a conflict between students at your school in which failure to use effective compromise skills resulted in escalation of the problem. Highlight needless and absurd results of the conflict.
2. Allow the class to review the story with the question "What could the persons involved have done differently to minimize the problem?" Write their ideas on the board.
3. Teach the following process for resolving conflicts.

   a) Identify the problem. Teach students to tell others what is bothering them without blaming, bossing or putting down. Model appropriate responses to situations such as:

      1. Two students disagreeing about who should go first in a kickball game.
      2. A student has been called a name.
      3. Someone has talked about a student "behind their back".
      4. A student is accidently pushed by another.

Allow student volunteers to generate appropriate "It bothers me when. . ." statements. Re-direct students when they begin to boss or put down the other students. Emphasize that it is important to identify and attack the problem, not the person. Listening to the other person is essential to progressing in the conflict resolution process.

b) Propose compromise solutions. Introduce the term "Compromise". Solicit student definitions and focus on a definition that approximates the following: a deal between people in which both persons agree to give up a little in order to get something which they want. Illustrate the concept with a simple story in which an obvious compromise solution presents itself. For example, two teachers simultaneously discover a large bag of candy that each wants to claim for distribution to their students. Ask students to propose compromise solutions. Model compromise solutions to such conflict situations as two students wanting the same book or two students disagreeing about what activity they want to do together. Ask students to generate compromise solutions to the problem situations.

4. Summarize the "do's and don'ts" of the problem solving process.

   a) Identify and focus on the problem, not the person.
   b) Don't blame, boss, put down or hurt the other person.
   c) Propose solutions which will allow both parties to get what they want. In order to propose a solution which takes the other person into account, you must first listen to the other person's views.

5. Allow students to apply these guidelines in role-plays. First, model role playing the conflict resolution process along with another student. Then allow student volunteers to role play. If your class is able, allow them all to pair up and role play conflict resolution. Correct students who cannot follow the guidelines.
6. Summarize the importance of resolving conflicts effectively and emphasize that students need to practice the skills for them to be useful. Ask students to plan to report their experience in solving conflicts when you next see the class.

OBSERVATION NOTES

Notice students who cannot follow the guidelines and work with them individually on problem-solving skills.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 5-6
MATERIALS: WORKSHEET, TRANSPARENCY OR HANDOUT MASTER'S: "VALUES AND BELIEFS" AND "BELIEFS, THOUGHTS, FEELINGS, ACTIONS"

"SEEING IS BELIEVING"

INTRODUCTION: Students can learn to get along with both boys and girls in a better way if it is possible for them to understand the interaction of values and beliefs, thoughts, feelings and actions.

PROCEDURE:

1. Review: Values and Beliefs: A value is something important to us. It can be a car, house, etc., or things you can't buy such as friends, love, security, family, etc. A belief is something we hold to be true. Remember, beliefs are not facts, they are opinions. For example, girls are better cooks than boys. Boys can run faster than girls. Boys are better in math and girls are better in English. Many of our thoughts are based on our values and beliefs. Thoughts are private. You can look at a person and cannot tell what they are thinking. Thoughts are our opinions, conclusions, what we understand and have experienced. We sometimes call thoughts "self-talk" because we actually talk to ourselves when we think. Our emotions are our feelings. All our feelings derive from our thoughts. Feelings are private, but you can look at me and guess how I am feeling even though you can't always be sure. What we do, what we say, or what other people can see. Actions are not private. You can see my actions and I can see yours. I know you through your actions as you know me through mine.
2. Distribute copies of "Values and Beliefs" or use a transparency of this to discuss the cycle.
3. Discuss how thoughts, feelings and actions work together. Many times the process of thoughts, feelings and actions happens so quickly we forget that they are all separate. Here is an example: A boy is walking down the street, and he sees a large dog running at him. He

immediately starts running to his house. If we analyyze this reaction, we would see 1) Belief that dogs are dangerous, 2) Thought that he might bite him, 3) Feelings of fear or fright, 4) Action based on all the above: run home. Actually, he had several choices of action to take: he could have just frozen, he could have kicked at the dog and told him to go away; he could have talked softly to the dog to see if it was friendly, or he could have walked away calmly. He made the choice and, as always, he is responsible for his action. Do you think his action was based on his thoughts and feelings? Beliefs?

4. Divide the class into groups of three or four. Give each group a worksheet. Allow about ten minutes to complete and discuss answers within the groups.
5. Reassemble the class and let each group share their answers and discuss similarities and differences.

OBSERVATION NOTES

Observe students who have very rigid beliefs about the roles of boys and girls or who have little understanding. Additional lessons in this area may be helpful.

BELIEFS, THOUGHTS, FEELINGS, ACTIONS

Do you have beliefs about what boys and girls should do or be like that influence your thoughts, feelings, and actions? List three:

____
____
____

Think about these beliefs and discuss them. Then answer the following questions.

Lisa asks if she can play kickball and one of the boys says, "Girls can't play".

What would you think?________________________________
How would you feel?__________________________________
What would you say or do?____________________________
Why? Do you have a belief about this situation?____________
What is it?____

Someone says it is OK for boys to be fat but not for girls.

What would you think?________________________________
How would you feel?__________________________________
What would you say or do?____________________________
Why? Do you have a belief about this situation?____________
What is it?____

Someone says girls are smarter than boys because they get better grades.

What would you think?________________________________
How would you feel?__________________________________
What would you say or do?____________________________
Why? Do you have a belief about this situation?____________
What is it?____

Karen likes to play with boys. John likes to play with girls.

What would you think?________________________________

How would you feel?____
What would you say or do?___________________________________
Why? Do you have a belief about this situation?__________________
What is it?____

Discuss the following and write a brief description of your discussion.

Understanding your own and other's beliefs helps in understanding the actions of others.

VALUES AND BELIEFS

Self-Concept is what we think about ourselves

Self-Image is how we see ourselves

Self-Esteem is how we feel about ourselves

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 6
MATERIALS: HANDOUT- "GROUP RELATIONSHIPS SKILLS"

"ACCEPTING OTHERS"

INTRODUCTION: Students need to consider various aspects of their relationships with others. It is helpful to encourage introspection at a young age when acceptance by friends becomes of paramount importance.

PROCEDURE:

1. Ask students to read through the list of activities on the "Group Relationships Skills" sheet and decide which ones they are doing all right, which ones they should do more often and which ones they do less often. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important than those listed. Students may write such goals on the blank lines.
3. Ask students to go back over the whole list and circle the numbers of the three or four activities which they would like to improve most at this time.
4. Encourage students to complete the handout. Walk around and give individual attention.
5. Discuss responses to items on the handout and help determine how to accomplish the desired changes in behavior.

OBSERVATION NOTES

1009 Some students may express a lot of difficulty getting along with others. These students may be included in group counseling sessions to work out their problems. Note: This handout would be very appropriate for gifted or high functioning sixth graders. Other students will need extra explanation.

GROUP RELATIONSHIPS SKILLS

COMMUNICATION SKILLS	DOING ALL RIGHT	NEED TO DO IT MORE	NEED TO DO IT LESS
1. Amount of talking	_____	_____	_____
2. Being brief and concise	_____	_____	_____
3. Being forceful	_____	_____	_____
4. Drawing others out	_____	_____	_____
5. Listening attentively	_____	_____	_____
6. Thinking before I talk	_____	_____	_____
7. Keeping my remarks on the topic	_____	_____	_____
OBSERVATION SKILLS			
1. Noting tensions in group	_____	_____	_____
2. Noting who talks to whom	_____	_____	_____
3. Noting interest level of group	_____	_____	_____
4. Noting who is being "Left Out"	_____	_____	_____
5. Sensing feelings of individuals	_____	_____	_____

6. Noting reaction to my comments	-----	-----	-----
7. Noting when group avoids a topic	-----	-----	-----

PROBLEM-SOLVING SKILLS	DOING ALL RIGHT	NEED TO DO IT MORE	NEED TO DO IT LESS
1. Stating problems or goals	-----	-----	-----
2. Asking for ideas/ opinions	-----	-----	-----
3. Giving ideas	-----	-----	-----
4. Evaluating ideas critically	-----	-----	-----
5. Summarizing discussion	-----	-----	-----
6. Clarifying issues	-----	-----	-----
MORALE-BUILDING SKILLS			
1. Showing interest	-----	-----	-----
2. Working to keep people from being ignored	-----	-----	-----
3. Harmonizing, helping people reach agreement	-----	-----	-----
4. Reducing tension	-----	-----	-----

5. Upholding rights of individuals in group pressure situations _____ _____ _____

6. Expressing praise or appreciation _____ _____ _____

EMOTIONAL EXPRESSIVENESS

1. Telling others what I feel _____ _____ _____

2. Hiding my emotions _____ _____ _____

3. Disagreeing openly _____ _____ _____

4. Expressing warm feelings _____ _____ _____

5. Expressing gratitude _____ _____ _____

6. Being sarcastic _____ _____ _____

SKILLS NOT LISTED

COMMUNICATION SKILLS

1. _______________ _____ _____ _____

2. _______________ _____ _____ _____

OBSERVATION SKILLS

1. _______________ _____ _____ _____

2. _______________ _____ _____ _____

PROBLEM-SOLVING SKILLS

1. ________________ _____ _____ _____

2. ________________ _____ _____ _____

MORALE-BUILDING SKILLS

1. ________________ _____ _____ _____

2. ________________ _____ _____ _____

EMOTIONAL EXPRESSIVENESS

1. ________________ _____ _____ _____

2. ________________ _____ _____ _____

Area II- Category H- Competency 22

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND PEOPLE WHO ARE DIFFERENT FROM ME.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: NONE

"DIFFERENT STROKES FOR DIFFERENT FOLKS"

INTRODUCTION: Many students evaluate characteristics of others in terms of right or wrong. This lesson demonstrates that differences between people are normal and inevitable and must be tolerated. Students must learn to accept and relate to others who are different from themselves.

PROCEDURE:

1. Introduce the idea that many differences among people are O.K. Explain that people have different interests, abilities, values, and ideas that make them different. Explain and give examples of how people have different interests, abilities, values, and ideas. Some of these differences are easy to accept and some are not.
2. Draw a continuous line on the chalkboard with "strongly agree" at one end and "strongly disagree" at the other. Explain the idea of a continuum. Present various statements and instruct the students to evaluate the degree to which the statement applies to them. If feasible, ask the class members to stand at the appropriate point on the continuum. Only a part of the class may stand at one time if the class is large. Remind the students that it is O.K. to be in a spot different from the other students. Structure the statements so that the first few are more neutral in the way differing responses are likely to be evaluated. Some possible statements are:

   a) Baseball is my favorite sport.
   b) I like to try new kinds of foods.
   c) After school, I like to be by myself for awhile.

d) I like to have a lot of friends.
e) Being successful in school is the most important thing to me.
Generate more statements specific to the group.

3. Process the exercise focusing on ranking oneself with some statements relative to others. Ask whether or not it was easier to be "different" from the majority on some statements rather than others.
4. Re-emphasize the importance of accepting the differences in all cases. Bring up types of differences that might cause intolerance among students. Remind students that the same tolerances should apply in areas such as race, religion or economic background.

OBSERVATION NOTES

Some students may invariably isolate themselves from the opinions of others. This may be to call attention to themselves. A counseling session with those students may be needed.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY:	I UNDERSTAND PEOPLE WHO ARE DIFFERENT FROM ME.
TIME:	30 MINUTES
GROUP SIZE:	CLASS GRADE LEVEL: 4-6
MATERIALS:	"COOPERATION AND ROLES QUESTIONNAIRE", "ROLES"

"WHAT ROLE ARE YOU?"

INTRODUCTION: This exercise gives students an experience of the roles they customarily assume in group situations. It is an interesting and fun activity as well as giving students a chance for self-exploration. This may be used in conjunction with the lesson entitled, "Try a New Role".

PROCEDURE:

1. Introduce the activities by pointing out that the purpose of the lesson is to see how they work cooperatively.
2. Divide the class into five small groups. Assign each group to a "station" in the room. At each station there must be a "problem" which the whole group can work on for three to five minutes. An example would be: Station A--Two math word problems, scratch paper and pencils; Station B--100 piece puzzle; Station C--another 100 piece puzzle; Station D--A riddle or word problem. Each group will have the opportunity to work at each station for five minutes. Points will be awarded to each group according to what the "group" has achieved at each station, e.g., one point for minimum amount of work---five points for solving/completing the problem. The object is to get each group to work together to solve problems.
3. After the groups have been to all five stations, tally the points that each group has earned and hand out the Cooperation and Roles Questionnaire. Have each group complete one questionnaire.
4. After the questionnaires are finished, collect them and discuss as a class how the experience they had relates to everyday life. (In many activities we have roles that we fill.) Discuss whether the students thought that the roles they assumed during the activity were the same

roles that they normally have in other small group settings. Use the questionnaires to promote discussion.

5. Handout the "Roles" worksheet and instruct the class in filling it out. Process this information by focusing on the students' desires to change the roles they play.

OBSERVATION NOTES

In dividing the groups you can attempt to manipulate the make-up of the groups in order to give children new experiences. For example, you could form one group of children who do not usually lead, or form another group of two or more leaders to force them to cooperate.

COOPERATION AND ROLES QUESTIONNAIRE

1. Who was the leader of your group?

2. Why was that person the leader?

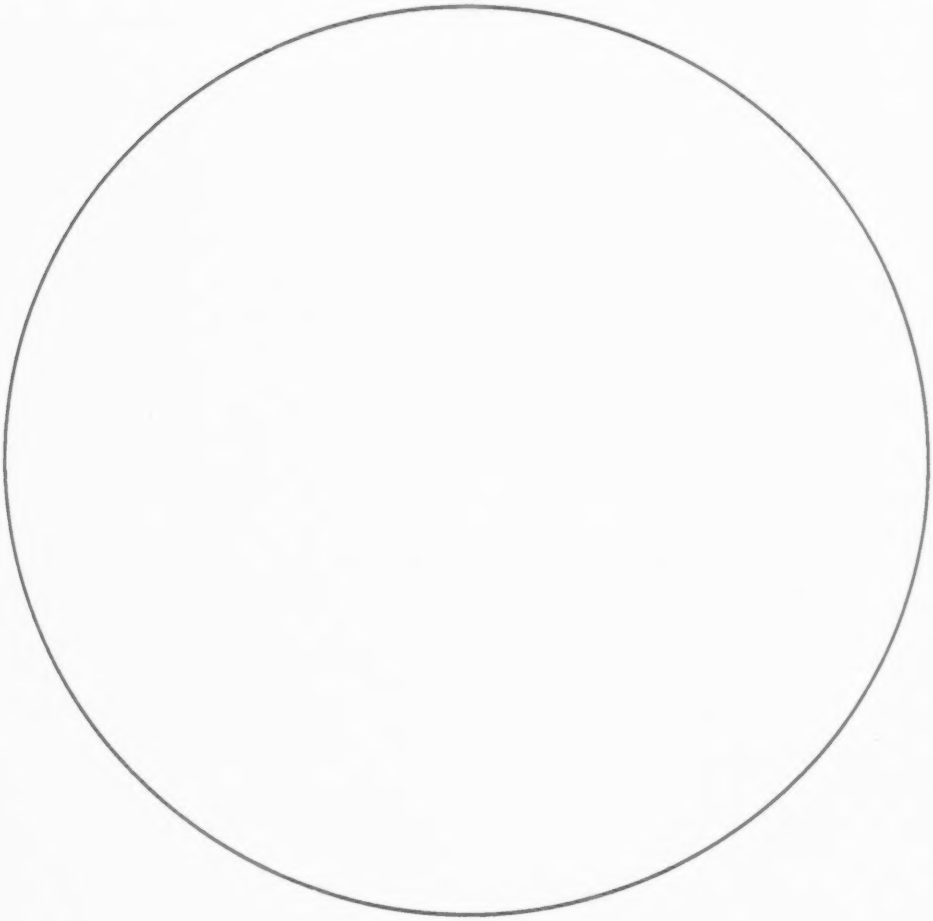
3. Were there any observers or nonparticipants in your group?

4. Was there a rebel, or a person that always challenged the leader's decisions in your group?

5. How did the leader influence the group's decisions? e.g., encouragement, put-downs, forcing people, etc.

ROLES

The circle represents all of the time you spend with other people. How much of the time are you a follower? A leader? An observer? A helper? A clown? A loner? A rebel? Divide the circle into wedges and label the parts.



Area II- Category H- Competency 22

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND PEOPLE WHO ARE DIFFERENT FROM ME.
TIME: AFTERNOON PROJECT REQUIRING TEACHER COORDINATION.
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: COTTON BALLS, BLIND FOLDS, CRUTCHES, TAPE, ARM SLING, MUTE SIGNS, OTHER HANDICAPPING ELEMENTS

"CHILDREN OF CHALLENGE"

INTRODUCTION: This lesson will focus on helping children see that being handicapped does not change the handicapped person's emotional need to be loved and accepted for himself or herself.

PROCEDURE:

1. The counselor needs to collect various materials to be used during the "Challenge Game". Duplicates may be used. (Students who pretend they are blind wear blindfolds, students who pretend they are deaf place cotton balls in their ears, etc.)
2. The "Challenge Game" will be for a given period of time (possibly one afternoon) and the children will wear or maintain the new challenges and still complete school assignments. After the time period ends, an evaluation and sharing of learning should be conducted in some form, either written or oral.
3. Before the game children might discuss: 1) How do I feel or act when I see someone who is physically handicapped? (Possible answers - "I'm afraid of them."; "I don't like them."; "I stare at them."; "I want to help them but I don't know what to do.") 2) What kinds of handicaps are there? (mental and physical) 3) What causes handicaps? (traumas of birth, diet, drugs, accidents)
   4) What handicaps are long term or short term? (blindness, broken arm)
4. After experiencing the "Challenge Game", direct students to express their feelings about the activity as well as what they learned from it, such as:

(See next page for examples)

My feelings didn't change-I wanted friends.
I appreciated the help and understanding.
I was able to do almost everything.
I'm glad it was only a game.
Everyone is handicapped in some way.

5. Invite children to disclose times they may have been handicapped or to talk about family members who are challenged but have adapted in some way.

OBSERVATION NOTES

Be alert to children who may be too frustrated by the activity. Give all students the opportunity to pass or participate. The "normal ones" can assist the handicapped.

Area II- Category H- Competency 22

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND PEOPLE WHO ARE DIFFERENT FROM ME.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: CHALKBOARD (2 COLUMNS: "STAYED COOL" AND "MADE IT WORSE")

"I CAN STAY COOL EVEN IN A CONFLICT"

INTRODUCTION: This is a follow-up lesson after conflict resolution has been introduced. Students need to learn that there are ways to detach themselves emotionally from the conflict before they try to deal with it constructively.

PROCEDURE:

1. Pass back to students their CONFLICT AND ME sheets from the last class.
2. Ask for volunteers to read their answers to number four, "When someone steals my pencil or money. . ."
3. Ask the person then to decide whether each answer should go on the chalkboard under "Stayed Cool" or "Made it Worse" captions.
4. Invite the class to add other options and decide which category they would fit in best.
5. Ask students to read their answers to other situations on the CONFLICT AND ME sheet. Follow the same procedure as in numbers two through four.
6. Ask the students to look over the "Stayed Cool" list on the chalkboard and share what the advantages of staying cool can be to themselves, to the other person and to the situation itself.
7. Share the four steps of DETACHING with the class:

   a) Flash a mental stop sign to yourself
   b) Relax
   c) Change a negative thought to a positive thought
   d) Give yourself a positive message

8. Model each of the above four steps for the students sharing a personal example with them.
9. Encourage a show of hands of those students who will actively work at DETACHING, i.e., staying cool, for the next week and report back their experiences.

OBSERVATION NOTES

Students who do not seem to be able to share ways or reasons to detach from conflict situations may need individual attention.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO ASK PARENTS, TEACHERS, AND OTHER ADULTS FOR HELP.
TIME: 45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 5-6
MATERIALS: WORKSHEETS

"'I'S' HAVE IT"

INTRODUCTION: Students can learn to communicate with adults in an effective way by using the "I" statement.

PROCEDURE:

1. Using "Values/Belief" handout, review the cycle.
2. Explain how actions cause reactions and how people are responsible for their actions and often others' reactions. Briefly discuss and give an example.
3. Using "Blocks to Communicating" handout, explain the poor statements and why they bring negative responses.
4. Explain the format for the "I" statement using handouts for "How to Communicate Effectively".
5. Ask two students to read the skits showing poor statements and "I" statements and reaction. (Note the poor statement judges, accuses and threatens. "Mom" is the reactor.)
6. Divide into groups of five and distribute "Group Directions" to each. Have the students complete the activity.
7. Process each group's statements and discuss why the "I" statement is better.

OBSERVATION NOTES

Observe those student's who may not understand how to compose "I" statements. More lessons may be helpful.

VALUES AND BELIEFS

Thoughts--->Feelings--->Actions

You are responsible for your actions and your actions cause reactions.

Your Thought--->Feeling--->Action--->Reaction of others--->Their thought--->Their feeling--->Their action

BLOCKS TO COMMUNICATING

Judging: "You are the worst friend I have. You don't know anything."

Accusing/Blaming: "He started it. It's all your fault."

Threatening: "I will tell everybody that you. . . I won't be your friend if. . ."

HOW TO COMMUNICATE EFFECTIVELY

Express your feelings about the situation, not the person. Example: "I feel hurt."

Say exactly what they did. Example: "when you put me down, I felt."

Say why you feel that way. Example: "because I thought you were my friend."

Tell them how they can help or what you want them to do. Example: "I want you to respect my feelings."

SKIT SITUATIONS

Skit #1: Poor Statement

Anita: Mom, you always tell Steve to do the dishes and the laundry but you never make him do it. Then, you yell at me about it because it isn't done. You don't know half of what he does. I'm going to break his neck.

Mom: Go to your room! I am not going to listen to this. You will not break anyone's neck but you will be grounded for the next two weeks.

Skit #2: "I" Statement

Anita: I feel really angry when I see Steve get by without doing his chores and when you yell at me about it. I don't feel I should be responsible for his chores. I would like him to do his share.

Mom: You are right! He is responsible for his chores. I didn't realize that I was doing that, and I intend to see that he does his share.

GROUP DIRECTIONS

Each group will receive one situation and will write one poor response and one "I" statement. Each person in the group will help to write these. Each group will report answers to the class. Quickly decide:

a) Who will read the situation to the class?
b) Who will read the poor response and who will be the reactor?
c) Who will read the "I" statement and who will be the reactor?

GROUP SITUATIONS

1. Johnny Smith was talking in class but the substitute teacher turned in your name (Johnny Stevens). The teacher accuses you.

Poor Response:____________________________________ .

I Statement:
I feel____________________________
when you__________________________
because__________________________ .
I would like_______________________________ .

2. You have a problem with your friend who wants you to skip school with her. You want to tell your mother and ask for help in dealing with her.

Poor Response:___________________________________ .

I Statement:
I feel____________________________
when one of my friends________________________
because____________________________ .
What can I do?_____________________________

3. Your father is often angry with your mother and yells at her a lot. This upsets you and you want him to stop.

Poor Response:_______________________________ .

I Statement:
I feel_________________________
when you_________________________
because_____________________________ .
I would like_______________________ .

4. You need help with your work in science. The teacher usually says, "Don't ask me. Do your own work." Ask the teacher for help.

Poor Response:_________________________________ .

I Statement:
I feel_____________________________
when you_____________________________
because____________________________ .
I would like______________________ .

5. One of your parents drinks too much. You want someone in the family to know and help you with the problem. Ask Aunt Jane.

Poor Response:_________________________________ .

I Statement:
I feel_____________________________
when (mom or dad)_________________________
because____________________________ .
I would like__________________________ .

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY:	I KNOW HOW TO ASK PARENTS, TEACHERS, AND OTHER ADULTS FOR HELP.
TIME:	55 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS:	COPIES OF PRIVACY SQUARES, WORKSHEET ON PRIVACY SQUARES

"FRIENDS FOREVER"

INTRODUCTION: Students need to understand the importance of relationships in their lives. Every person has needs. These needs include physical needs for survival such as food and water; and emotional needs which include love, attention and self-worth. Many of our emotional needs may be met in our personal relationships. Students need to focus on the different types of friendships and how each relationship affects their own personal needs.

PROCEDURE:

1. Write on the board: No person is an island, entire of itself: each person is a piece of the continent, a part of the main. Some questions to be discussed are:

   a) What is the meaning of this statement?
   b) Why do we need people?
   c) What would it be like if we were alone? Remind students that accepting ourselves is an important step in learning to like others.

2. Write on the board the word "Relationships". Ask students to write on the board the different types of relationships they have- (friends, parents, brothers, sisters, coaches, teachers and neighbors) Students will need to discuss why some relationships change over the years? Ask for a volunteer to rank in order the importance of their relationships when they were five years old and rank them in order now. Discuss how their relationships have changed.
3. Pass out worksheets and privacy squares.

4. Break into small groups to discuss the privacy squares. Questions to be discussed are:

   a) What kind of things did you put in the inner square?
   b) The outer square?
   c) Who were you willing to tell the most things to?
   d) Would anyone like to change their privacy square?

5. Closing discussion-
   As human beings we have many needs. We could call these inner and outer or physical and emotional needs. Draw a large circle on the board. Brainstorm outer needs such as food, shelter, water. Write these on the outside of the circle. Brainstorm inner needs and write them on the inside of the circle such as: love, attention, self worth. Discuss with students which of these things are important? Can we live without getting our inner needs met? What happens when people don't get these needs met? Why are people important in meeting some of our physical and emotional needs?

OBSERVATION NOTES

Shy, introverted, and extroverted students or especially gregarious students can be identified as the activity progresses.

PRIVACY SQUARES WORKSHEET

We have many types of relationships. Some are close and some are very casual. We are going to look closer at these relationships.

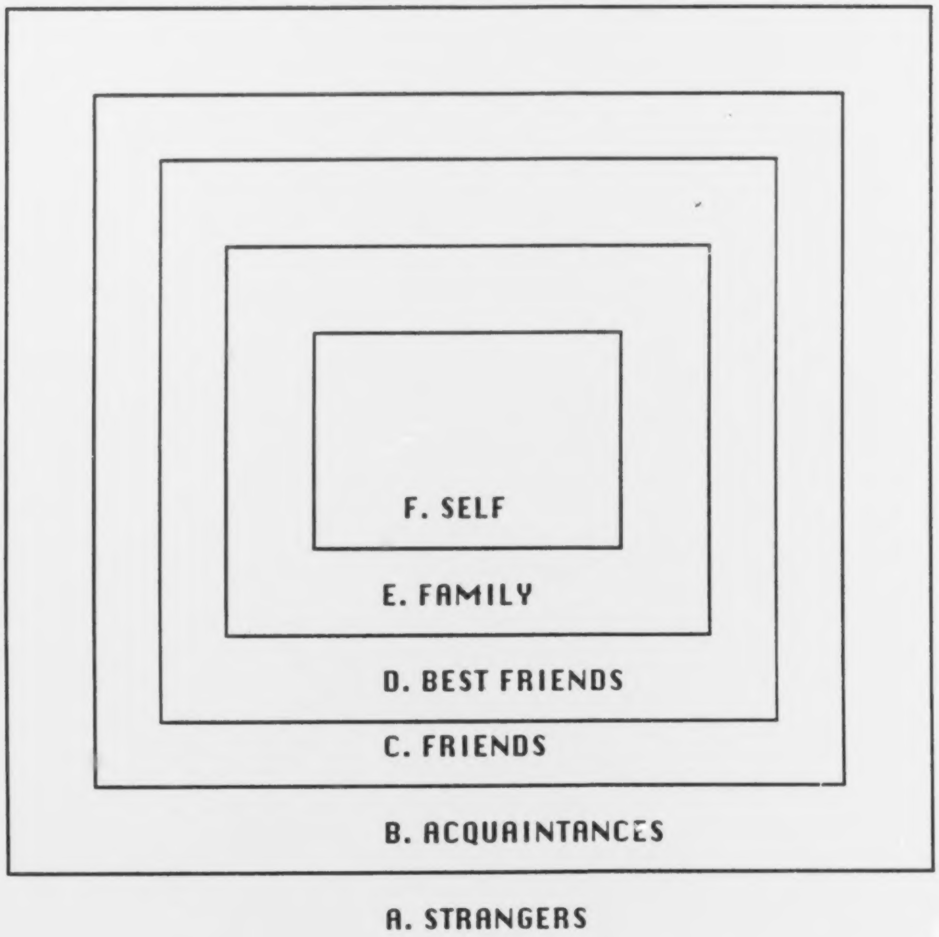
a. There are some things in our lives that we would be glad to let anyone know - for example, your favorite color, TV show or movie star. We put these relationships in the category of strangers, because we don't know these people very well.
b. Some things we might not want strangers to know we would be willing to tell acquaintances, people we know casually.
c. Still other things we reserve only for our friends.
d. Some thoughts and feelings we would only be willing to share with our best friends.
e. There are some things we would only be willing to share with our family.
f. Finally, there may be some things we would not want to share with anyone but ourselves.

Read the following situations. Think about which of the people in the relationships on the sheet you would be willing to share this situation with. For example, whom would you be willing to tell that you are moving? Write the key word "moving" in the area which shows which person you would tell this to if it were happening to you.

Who would you be willing to tell... (Write in key word only)

1. That you were really **good** at something?
2. That you had a personal **health** problem?
3. When you **cried** the last time?
4. What **grade** you are in?
5. What your favorite **TV** show is?
6. What you **dislike** about your friend?
7. That you had a **nightmare**?
8. That you had a **crush** on someone in your class?
9. What your favorite **meal** is?
10. That you **cheated** on a test?

"PRIVACY SQUARES"


F. SELF
E. FAMILY
D. BEST FRIENDS
C. FRIENDS
B. ACQUAINTANCES
A. STRANGERS

EI-185

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO ASK PARENTS, TEACHERS AND OTHER ADULTS FOR HELP.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: CHALKBOARD OR OVERHEAD

"WHO CAN I TALK TO?"

INTRODUCTION: This activity is designed to help students identify and list the adults they can talk to when seeking help. These adults will be helpful and supportive in most situations.

PROCEDURE:

1. On the board, list various situations in which students might find themselves in need of help.

    a) You are locked out of your house, and you have no money.
    b) You are home alone and a stranger comes to the door.
    c) You are on your way home from school and a stranger in a car asks you for directions.
    d) You have a report to write and you are having difficulty finding information on your subject.

    The teacher may want to add to this list, the class may wish to make up examples or the class can be divided into groups and asked to come up with examples.
2. Read the list aloud. Take each situation and discuss in detail who the student may seek for help. Ask the class for their opinions and feelings about their choices. Whom would they ask for help and why?
3. Have as many students as possible share in the discussion.

OBSERVATION NOTES

Be aware of students who do not share and participate in the discussion. These students may need additional help in identifying people they can talk to when seeking help.

Area II- Category H- Competency 53

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND PEOPLE WHO ARE DIFFERENT FROM ME.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: CHALKBOARD, ROPE

"DEPART -- DE-SOONER, DE-BETTER, ONE OF THE FOUR D'S"

INTRODUCTION: Students often experience inner conflict when the option of departing is presented. They tend to see departing as "chickening out." In this lesson students will be presented with departing as a viable option and think of situations where it is appropriate.

PROCEDURE:

1. On the board, review the four conflict stoppers: detect, detach, defuse and depart. Then write, "Depart--De-Sooner, De-Better!!!"
2. Elicit two student volunteers to come up to the front of the room. (Choose students who are assertive enought to handle another student pretending to insult them.) Without the rest of the class hearing the directions, instruct the two students to take the stance of a see-saw: the one in the standing position should hurtle an insult toward the one in the sitting position. Then they should reverse with the one sitting, standing up and hurtling an insult at the other. Have the volunteers do this four or five times before stopping them.
3. Ask the class what just happened. Draw out of them what a see-saw is. (It is two-sided and never gets any place in terms of a forward direction.)
4. Suggest that one of the two students on the see-saw walk away. Have the class describe what the consequences of this action will be.
5. Elicit from students the advantages that could result from walking away from a conflict situation.
6. Ask the class to select two students of equal strength physically. Ask the two students if they agree that they are about equal in strength and if yes, ask them to play a game of tug a war.

Stop the students while both are equally winning. Invite the two students to share how they were feeling as they were playing.

7. In a class discussion draw out of students the idea that in such a struggle even winning isn't really winning. Both individuals are equal in worth and there is little to be gained in such a rivalry. Again in situations like this walking away is a legitimate way to resolve the conflict.
8. Brainstorm with the class conflict situations in which departing would be an appropriate solution to resolve things. Incorporate into the discussion the advantages of departing quickly when this is the appropriate course of action to be taken.

OBSERVATION NOTES

Students who express particular concern about the validness of departing in a conflict situation may need further counseling.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHAT ALCOHOL AND DRUGS DO TO A PERSON'S BODY AND MIND.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: COPIES OF DRUG EFFECTS QUESTIONNAIRE FOR EACH STUDENT

"DRUG EFFECTS"

INTRODUCTION: Students need to be aware of the effects of alcohol and drugs on the body and mind. This lesson introduces the concept of different drugs and some effects.

PROCEDURE:

1. Lead a discussion of what drugs are. Stress that "A drug is any substance put in or on the body other than food that brings about a physical or emotional change." You might make a list of drugs on the chalkboard.
2. Ask volunteers to tell what they know about what various drugs are used for. For example: prevent disease, cure diseases, maintain or improve health, change moods.
3. Explain three categories of mood altering drugs: depressants, stimulants, hallucinogens.
4. Define addiction and discuss how drugs can be physically and psychologically addictive.
5. Distribute copies of "Drug Effects" questionnaire to each student. Ask students to mark true or false for each statement. When completed, discuss correct answers.

OBSERVATION NOTES

Watch for any students who have unrealistic views on alcohol and drugs. These students may need individual counseling in this area.

DRUG EFFECTS

T F 1. Alcohol is a drug.
T F 2. Alcohol ranks second as the drug that is most abused in the United States.
T F 3. Alcohol slows you down.
T F 4. Only bums are alcoholics.
T F 5. Alcohol can be fatal.
T F 6. The active ingredient in both beer and whiskey is ethyl alcohol.
T F 7. Beer and wine are not as dangerous as liquor.
T F 8. Just one or two drinks can reduce mental efficiency and physical coordination.
T F 9. It is sometimes difficult to tell if someone has taken a chemical.
T F 10. The effects of a given amount of alcohol on an individual are the same at all times.
T F 11. How much you weigh influences the effect liquor will have on you.
T F 12. The amount of food you have eaten will not influence the effect a given amount of alcohol has on a person.
T F 13. Almost all persons will feel the same effect from the same amount of alcohol.
T F 14. Drinking coffee or taking a cold shower will sober you up.
T F 15. Tobacco can raise blood pressure and heart rate.
T F 16. Smoking marijuana does not affect your lungs.
T F 17. Chewing tobacco will not harm you.
T F 18. Prescription drugs can harm you.
T F 19. Other people can make you use drugs.

Answers

1. T
2. F
3. T
4. F
5. T
6. T
7. F
8. T
9. T
10. F
11. T
12. F
13. F
14. F
15. T
16. F
17. F
18. T
19. F

DRUG CATEGORIES

Depressants - Depresses the central nervous system, slows down responses. These drugs are relaxers, pain killers and/or sleep inducers. They include: narcotics, alcohol, barbiturates, tranquilizers, sedatives, and some inhalants. Some of the well known depressants are: heroin, opium, codeine, morphine, darvon, liquor, wine, beer, valium, librium and/or gasoline (sniffed).

Stimulants - Stimulates the central nervous system, speeds up responses. These drugs are weight loss drugs, stay alert drugs and minor stimulants. They include amphetamines, caffeine, nicotine, and some inhalants. Some well known drugs are: tobacco, ritalin, coffee, many soft drinks, diet pills, cocaine, and speed.

Hallucinogens - These drugs alter perception and can cause hallucinations. These include: pot, hashish, LSD, PCP, mescaline and peyote.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHAT ALCOHOL AND DRUGS DO TO A PERSON'S BODY AND MIND.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: 7 PRINTED SIGNS, CHALKBOARD

"ALCOHOL FACTS"

INTRODUCTION: Students will be informed of reasons why people use alcohol and drugs and some reasons for avoiding alcohol and drugs.

PROCEDURE:

1. Inform the class that the lesson will pertain to the use of alcohol and drugs.
2. Hold up signs and elicit responses from the class about the meanings of the statements. Write key words on the board.
3. Divide the class into groups of three.
4. Assign each group a topic. Using the key words listed on the chalkboard under each topic, the group is to write a situation which shows an example of each of the topics.
5. Give each group the appropriate printed sign to hold up and then one person in each group will read the situation for that topic.
6. Review and summarize the topics, eliciting discussion.

OBSERVATION NOTES

Be aware of any students "bragging" or displaying behavior that might suggest drug or alcohol usage. Follow up with individual counseling.

Against the law

Against school and home rules

Very Expensive

1066

1065

Can't handle Stress and Pain

EI-195

Bored and wanting extra excitement and thrills

Feeling of Low Self Worth

Can't handle Peer Pressure

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY:	I KNOW WHAT ALCOHOL AND DRUGS DO TO A PERSON'S BODY AND MIND.
TIME:	30-40 MINUTES
GROUP SIZE:	CLASS GRADE LEVEL: 4-6
MATERIALS:	FILM, MAGAZINE, NEWSPAPERS, POSTER PAPER AND MARKERS

"ALCOHOL AND YOU"

INTRODUCTION: Students will be able to define the difference between use and abuse of alcohol. It is important that students realize the danger of alcohol use and the tragic consequences of its abuse.

PROCEDURE:

1. Introduce and show a film that discusses alcohol use.
2. Discuss the film.
3. Ask students to find magazine advertisements that depict the socially acceptable attitude of using alcohol. Discuss alternatives to using alcohol as the only means of entertainment.
4. Use newspapers and magazines to find articles about crimes or accidents that were alcohol related.
5. Students may design posters which depict the danger of alcohol abuse.
6. Share posters with the class and place them on display.

OBSERVATION NOTES

Be aware of students who tend to brag about their drinking or tell stories that may indicate excessive alcohol use or possible abuse. Try to determine if there are students who would benefit from additional counseling.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY:	I KNOW WHAT ALCOHOL AND DRUGS DO TO A PERSON'S BODY AND MIND.		
TIME:	20-30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	4-6
MATERIALS:	NONE		

"DRUGS ARE FOR SICK PEOPLE"

INTRODUCTION: Students need to be aware of what drugs are and how they can affect their growing bodies in negative ways. They need to understand that drugs are for medication. It is also important that students realize they can do other things to help themselves feel better when they are depressed, instead of using drugs. Definitions: drugs--any substance used as a medicine or as an ingredient in a medicine; sick--suffering from a disease or illness; psychoactive--drug or chemical that has a specific effect on the mind.

PROCEDURE:

1. Discuss commercials on television that tell us what to take when we have an upset stomach. Ask for examples and write the brand names of the various medicines on the chalkboard. Discuss the commercials that tell us what to take when we have a headache. Write the brand names of those medicines on the chalkboard. Emphasize the fact that the manufacturers of these drugs want us to use their products only when we are sick. Invite students to explain what it means to be sick.
2. Discuss with students what their parents do for them when they are sick. Encourage students to share their experiences with the class. Point out that they should only take medicine from their parents, the doctors, the nurse, or other responsible adults who their parents know.
3. Discuss the word "drug". Write the word on the chalkboard and explain to students that when they take medication while they are sick, they are taking drugs to make them well. Emphasize that "drugs are only for sick people."

4. Introduce the term "psychoactive" and write the word on the chalkboard. Invite the students to explain the meaning of the word. Explain that "psychoactive" means "active on the brain". Emphasize that some drugs act on the brain to make it function differently which are therefore not okay for them to take. Inquire if students know examples of these types of drugs. Inform them that marijuana and alcohol are examples of such drugs.
5. Stimulate discussion about why students think some people take psychoactive drugs. Encourage students to share their reasons. State that psychoactive drugs really do not help in the long run when our emotions get stuck and we experience moods of sadness, anger, disappointment and frustration for hours or even days at a time.
6. Inquire of students what they can do to get rid of "downers"--those bad feelings which could be of yourself or someone else. Suggest such activities as exercising, positive self talk, listening to music, and imagery as ways to release negative feelings.

OBSERVATION NOTES

Be aware of students who seem to possess an unusual amount of knowledge about drugs or those who indicate that parents and/or siblings use drugs. These students might benefit from additional discussion to help them make positive decisions about not taking drugs. These students might also need help in dealing with family problems which may be present as a result of drug use in their homes.

Area II- Category K- Competency 30

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHAT ALCOHOL AND DRUGS DO TO A PERSON'S BODY AND MIND.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: MAGAZINES, SCISSORS, TAPE, POSTERBOARD, MARKERS, CONSTRUCTION PAPER

"DRUGS, DRUGS, AND MORE DRUGS"

INTRODUCTION: Young children need to know that drugs are harmful to the functioning of their body and mind. This activity should give them some specific information on the effect of various kinds of drugs on their bodies.

PROCEDURE:

1. Introduce this activity by asking students to define the word "drug". Elicit various responses working toward an inclusive definition that states that a drug is a chemical substance taken to change the functioning of a person's body or mind.
2. Distribute magazines to each student and ask them to look for advertisements about drugs. Make it clear that this includes the ads about cigarettes, alcohol, aspirin and other nonprescription drugs. Direct them to cut these advertisements out of the magazines.
3. Label two large poster boards HELPFUL DRUGS and HARMFUL DRUGS. Invite the students to tape their advertisements on the appropriate board. If there are too many ads, it may be necessary to create more than one poster for each category.
4. Lead the class in a discussion of what makes the particular drugs helpful or harmful. Talk specifically with the students about the harm that alcohol and tobacco do to the body. Cover all body systems (circulatory, digestive, nervous, respiratory, musculatory) that are affected.
5. Distribute markers and construction paper to each student. Encourage them to create their own ads about a harmful drug. Emphasize that they tell the truth about what the drug really does to a person's body rather than trying to get a person to buy it.
6. Display the student ads around the room so that they can all be observed.

OBSERVATION NOTES

Students who have difficulty with the concept of drugs being harmful may need individualized or small group work.

Area II- Category K- Competency 31

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS.

COMPETENCY: I KNOW HOW TO SAY NO TO PEOPLE WHO TRY TO GET ME TO USE DRUGS AND ALCOHOL.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: SHOE BOX WITH MIRROR INSIDE; WRITING PAPER

"NOT FOR ME"

INTRODUCTION: In today's drug-oriented society it is important that students be able to say "no" to drug and alcohol use--even if it means saying "no" to a friend.

PROCEDURE:

1. Show pictures of people exhibiting friendly behavior toward each other and discuss "What is a good friend?" Write a list of qualities of a good friend on the chalkboard.
2. Discuss "What is a best friend?" "How do you know someone is your best friend?" Pass around the shoe box and invite each student to look inside and see the one friend who will be with them all through life. Discuss "Why am I my own best friend?" and "What should I do for myself to be my best friend?"
3. Explain to students that people who give them drugs for fun are not their friends. Emphasize the importance of being able to say "no" to someone who offers them a chemical. Explain that when they say "no" they are being their own best friend.
4. Give each student an opportunity to say "no" in a strong voice. The whole group together then practices saying "no".
5. Ask students to think of various situations where they need to say "no" to a friend, such as parent's curfew vs. a friend's want to continue playing or being offered a chemical by a friend.
6. Brainstorm all the ways students can say "no", such as, "Not now", "I don't want to.", or "Not for me". Write these statements on the chalkboard and discuss how they would feel using them to say "no" to a friend who offered them a chemical.

7. Distribute writing paper and let students copy the list. Tell them to take the list home and practice saying "no" in front of a mirror a few times during the week.

OBSERVATION NOTES

Be aware of students who express concern about losing friends because of saying "no". They may need additional help in understanding what a real friend is.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW TO SAY NO TO PEOPLE WHO TRY TO GET ME TO USE DRUGS AND ALCOHOL.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: NONE

"SAYING NO"

INTRODUCTION: Students need practice in using their refusal skills in situations that are potentially dangerous for them. This activity will provide the students with an opportunity to observe others saying "no" and to practice saying "no" themselves in front of classmates.

PROCEDURE:

1. Introduce the activity by telling the class that they are going to play a game. Ask for two volunteers.
2. Take one child aside and give him a piece of candy. Instruct the child that his job will be to get the other child to take the piece of candy. If this job is accomplished, he will become the "winner" and win the opportunity to select the next two players.
3. Take the other student aside and instruct him not to take the candy for any reason, because in this game it is "poison". Make sure that the student understands that if he does not take the candy for the duration of the game, he will be the "winner" and win the opportunity to select the next two players.
4. Begin the game and stop after it has gone on for one minute. Discuss with the class what they saw happening. Begin a list on the board of ways they could think of to say "no".
5. Request that the winner of the game select two other students to play the game. Select which of the students will practice refusing and which will be persuading. This decision should be made on the facilitator's awareness of the student's abilities. Time for the game is one minute.

6. Continue the discussion after every two students. Ask the students what harmful things could happen if this were a real-life situation where someone was offering alcohol, pills, medicine or cigarettes.
7. Finish the activity by looking at the list of ways to say "no" with each student identifying their favorite way.

OBSERVATION NOTES

Students who have trouble being assertive with their refusal skills during this activity may need more practice time in small groups.

Area II- Category K- Competency 31

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW TO SAY NO TO PEOPLE WHO TRY TO GET ME TO USE DRUGS AND ALCOHOL.
TIME: 1 HOUR
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: ACTIVITY SHEET

"PEER PRESSURE AND ME"

INTRODUCTION: These exercises will enable the students to explore and understand peer pressure and its effect on their behavior. Students will need to understand that they are responsible for their actions.

PROCEDURE:

1. Discussion- Review past lessons on relationships and friendship. Relationships with our friends can be either helpful or harmful to us. Today we are going to talk about something that happens between friends - that is peer pressure. How many of you have ever been in a situation in class where you wanted to raise your hand to ask a question of a guest speaker, but you looked around and nobody else had a hand raised, so you didn't? Or has the teacher ever asked a question and when you looked around the room, everybody had a hand raised except you, so you raised your hand too?

   In most groups of people - adults or young people - there is usually an "in group". The rest of the group is sometimes called the "out group". How many of you have ever experienced this? (If the film "The Snitches" has been shown then discuss "in" and "out group" behavior in the film.) Share some examples. What qualities do you usually assign to people who make up the "in group"? The "out group"? Write there on the board. What feelings do people in these groups have? Write these on the board. Discuss the results and ask where people in the "out group" want to be? Why?

2. Activity: Peer Pressure Role-Play

Rather than tell you what peer pressure is, we'd like to have you show us. I need some volunteers to do some role-plays. Read the role-plays: 1) Lost Wallet 2) Patrol Duty 3) Hitchhiking 4) Thirsty. Now have the class come up with a definition of peer pressure, looking at each word, based on what happened in the role-plays. Example: PEER PRESSURE is...people or friends your own age who urge, influence or persuade you to do what they are doing, or to do something you don't want to do. Write the definition on the board.

3. Activity: "A Time I Experienced Peer Pressure"

Have students take out two pieces of paper. Have them head one paper "A time I experienced peer pressure" and head the other one "A time I pressured someone to go along with the group". Then allow them to write about each experience. Break into groups and have students share their sheets or cards. Ask: What were your feelings when you were being pressured or pressuring? Who is responsible for the decision you make? Who likes to be in control of what you do? When you submit to peer pressure who takes control of you?
Has anyone ever seen anyone do something she/he normally wouldn't do to be part of the "in group"? Have any of you ever been tempted like this? Why? Has anyone from the "in group" ever pressured you to do something? Why? This is a phenomenon called Peer Pressure. Does peer pressure only affect children? Ask for examples. Explore the fact that we are all responsible for our actions.

OBSERVATION NOTES

Be aware of students who have difficulty expressing ways to avoid peer pressure. These students may benefit from individual or group experiences.

ACTIVITY SHEET

Lost Wallet

Three or more friends are walking down the street. One of them picks up a wallet $10 in it. One person wants to return the wallet to the owner. The others want to keep the money. Have the students apply peer pressure to convince the first to spend the money. Ask each student how it felt to be in that situation.

Patrol Duty

Several students are on patrol duty, and the day is very cold. One person wants to leave early, and the others do not. They use peer pressure to persuade the person to stay on his/her post. (This is an example of using peer pressure in a positive way.)

Hitchhiking

Three best friends decide to hitchhike to the local shopping center. One person does not want to do it. The others try to persuade the person to hitchhike.

Thirsty

Amy is visiting her cousing Karen. Karen's parents have gone out to run a few errands, leaving them home to order pizza and watch a good movie on TV. Karen asks Amy if she is thirsty and suggests that they open a can of beer and have some. Have "Karen" apply peer pressure on "Amy" convincing her that it is a good idea and that her parents will never miss it.

Area II- Category K- Competency 31

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW TO SAY "NO" TO PEOPLE WHO TRY TO GET ME TO USE DRUGS AND ALCOHOL.
TIME: 50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 5-6
MATERIALS: ONE COPY OF ROLE PLAYING SITUATIONS, "SAYING NO", CONTAINER OR BOX

"SAYING NO"

INTRODUCTION: This lesson will help students recognize and say "NO" to peer pressure to use alcohol or drugs.

PROCEDURE:

1. Lead a brief discussion on the dangers of alcohol and drugs to children.
2. Explain that many times children are influenced to take alcohol or drugs by others who are usually their peers.
3. Tell the class that today they are going to practice saying "NO" to others who are pressuring them to use alcohol or drugs.
4. Ask for volunteers to take one of the role playing situations from the container and act it out for the rest of the students. Focus on dialogue as they imagine it would occur.
5. Continue with as many role playing situations as time permits. Discuss each role playing exercise as appropriate.

OBSERVATION NOTES

Make note of any students who have difficulty saying "NO" assertively. These students may need individual guidance.

SAYING NO

1. Jerome's mother and father work and do not get home until 6:00 p.m. Jerome stays by himself until his parents get home. One afternoon after school, Sam went home with Jerome to ride bikes. As soon as they entered the house, Jerome went to the refrigerator and took out a can of beer and offered it to Sam.

2. Three teenage smokers try to persuade a non-smoker to smoke a cigarette. These questions could be asked after the role-playing: How did you feel when trying to convince a non-smoker to smoke? How did you feel when you refused the cigarette? Why do some smokers try to get non-smokers to smoke? How can a non-smoker refuse a cigarette in a nice way?

3. Roger and some friends are listening to records at Dale's house. John complains that he has a headache. Dale tells him that he has a pill in the medicine cabinet which will relieve the headache. He gets the pill and hands it to John. Just as John is ready to take the pill, Roger says, "Dale, what kind of a pill have you given to John?" Dale responds, "I don't know, but my dad uses them and they always help him."

4. Jan and Chris are playing together on the playground at school and Chris complains that she has a stomachache. Jan offers to share her pills with Chris. As Chris is about to accept the pill, Susan and Kelly run up to them and Susan says, "What are those pills for?" Jan says to the girls, "These pills always help me when I have a stomachache." Susan says, "May I have one, too?" Kelly asks, "Are you sure you should take Jan's pills?"

5. Dan is with his best friend, Mark. Mark has an older brother in high school who has given him some pills. Mark offers one of the pills to Dan saying: "These pills make me feel happy."

6. You are at a party at your best friend's home. A boy says he has some cigarettes that are marijuana. Most of the group take one and try it. What would you do? What would you consider when making your decision? If you decide not to smoke, what would you say to the others in the group?

7. You are spending the night at a friend's house. His parents have gone to the movies for the evening. Soda and snacks are available for you, and as you start to drink some soda your friend finds some beer. His comment is, "It's only beer; let's drink it instead of the soda." Where do you go from here?

8. During the summer vacation Tom and two friends spend a lot of time in his new recreation room. One day while Tom's mother was shopping the boys were left alone; Bill found a bottle of whiskey and took a drink from it. He offered it to the others. Tom should . . .

9. A friend offers you a cigarette. If you don't want it, what would you do or say?

10. Joe is at a party with some of his friends. He notices some of them are drinking beer. Bill suggests that he drink one also. What should Joe do?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY:	I KNOW WHERE TO GET HELP FOR MYSELF OR A FRIEND WHO HAS A PROBLEM WITH DRUGS AND ALCOHOL.
TIME:	30 MINUTES
GROUP SIZE:	CLASS GRADE LEVEL: 4-5
MATERIALS:	WORKSHEET, "A FRIEND NEEDS HELP"

"A FRIEND NEEDS HELP"

INTRODUCTION: It is important that students be aware of how to go about helping a friend who misuses drugs and alcohol. Students need to understand that by helping a friend with such a problem they are doing the right thing and should not consider themselves as "meddlers", "snitchers", or "tattletales".

PROCEDURE:

1. Inquire whether students have ever helped a friend who was in trouble. Encourage students to share their experiences by explaining the friend's problem, how they were able to help, and how the friend felt about being helped. Discuss the importance of helping friends when they are in trouble or in a potentially dangerous situation.
2. Ask students to tell about movies or TV shows that featured someone around their age who had a problem with drugs or alcohol. Was this youngster helped in any way? By whom? How? If students have not seen such a film or TV program, discuss what they might possibly do in such a situation: Would you tell someone? Whom would you tell? Why would you tell this person? What do you think the person could do to help? Can you go elsewhere for help?
3. The counselor can make a list on the chalkboard of ways a friend can help someone who has a problem with drugs or alcohol.
4. Distribute "A Friend Needs Help" worksheet and discuss how each individual on the list could help. Additional persons could be added to the list. Discuss the suggestions under the "What You Can Do" heading and invite students to add other suggestions to the list.

5. Ask students to circle three persons on the worksheet to whom they would most likely go for help, and circle the three ways they would help a friend with a drug or alcohol problem.

OBSERVATION NOTES

Some students may feel they are interfering if they try to help a friend with a drug or alcohol problem. Point out to these students that they would not stand by idly if a friend was about to be hit by a car or if a friend was in a burning building and couldn't get out. In each situation they would probably do all that was possible to protect their friend from harm and danger.

A FRIEND NEEDS HELP

Whom You Can Tell

1. Your parents
2. Your friend's parent
3. Teacher
4. Counselor
5. Nurse
6. Adult relative of yours
7. Adult relative of your friend
8. Principal
9. Pastor, Priest, or Rabbi
10. Church member
11. Boy Scout or Girl Scout Leader
12. Coach

What You Can Do

1. Tell your friend you want him to stop using drugs or alcohol because you don't want him to get hurt.
2. Tell your friend to read information about the negative effects of misuse of drugs and alcohol.
3. Tell your friend to talk to an adult he trusts.
4. Tell your friend to call a hospital drug center.

Area II- Category K- Competency 32

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHERE TO GET HELP FOR MYSELF OR A FRIEND WHO HAS A PROBLEM WITH DRUGS AND ALCOHOL.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: NEWSPAPER ARTICLE

"TO TRY OR NOT TO TRY"

INTRODUCTION: Students need to know that they can influence their friends to seek help when drugs or alcohol become a problem.

PROCEDURE:

1. Read a recent article from a local newspaper about a young person involved in a traffic accident in which alcohol is a factor.
2. Elicit discussion from students about people they have known who have been involved in similar situations.
3. Ask for discussion about what might have prevented this kind of situation for this young person.
4. Direct the discussion toward responsibilities people have to help when they know someone is having an alcohol or other drug problem.
5. Ask how a person could confront a person with an alcohol or other drug problem in such a way that it could lead to the person getting help. Model a conversation for them.
6. Ask what kinds of help is available and, if necessary, supply the answers.
7. Ask the students to write a paragraph in answer to the question "Is it better to try to help and lose a friend, or to lose a friend and wonder why you didn't try?"
8. Allow students to read their paragraphs as time permits.

OBSERVATION NOTES

Although at this age many students feel this problem doesn't relate to them, there are probably some who are experiencing drug and alcohol related problems. Be aware of those students who are particularly concerned about the question and arrange to see them individually.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHERE TO GET HELP FOR MYSELF OR A FRIEND WHO HAS A PROBLEM WITH DRUGS AND ALCOHOL.
TIME: 50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 5-6
MATERIALS: COPIES OF "STAGES OF DRUG USE AND ABUSE", "DRUG USE AND ABUSE ACTIVITY SHEET"

"DRUG USE AND ABUSE"

INTRODUCTION: Students need to be aware of how alcohol and/or drugs can cause serious problems. This lesson will make them more aware of the problem so that they can better help a friend, or themselves.

PROCEDURE:

1. Explain to the students that the purpose of this lesson is to help them be more aware of the drug problem in our country so they will know how to help someone if they have a problem with alcohol or drugs.
2. Distribute copies of "Stages of Drug Use and Abuse" to all students. The counselor should read this slowly and carefully as the students follow along.
3. Ask students to consider if they know anyone who may be in one of these stages. Allow them to share this information without using names.
4. Distribute copies of "Drug Use and Abuse" activity sheets. Instruct students to write ideas of how they could help a friend who appears to be abusing drugs. Remind them that alcohol and nicotine are drugs.
5. Ask for volunteers to share their responses orally with the class. Elicit ideas such as: talking openly with them, referring them to a trusted adult, going with them to a support group, trying to understand and help them with other problems that may underlie the abuse. Ask if they should ever go to an adult themselves, even without the friend's consent. Suggest they may need to do this if everything else fails.

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OBSERVATION NOTES

Be alert to any student expressing special concerns. These students may need individual counseling.

STAGES OF DRUG USE AND ABUSE

Most professionals see the progression from experimental drug use to chronic drug abuse as a process which involves stages. This process can occur quickly or slowly, depending on the person's emotional stability, the availability of drugs, peer pressure, and other factors. The following four stages are an overview of the typical progression from experimental drug use to chronic drug abuse.

Experimental Stage - The initial stage of drug use is usually experimental. The person is curious about the effects of drugs and wants to experience the "high". Experimentation may occur once or several times, usually on weekends or during the summer when there is more free time. Drugs CAN be abused at this stage.

Social Stage - In the social stage, the most common reasons for using drugs are peer pressure and acceptance. If everyone is smoking marijuana and drinking alcohol, it becomes the accepted way to be part of the group. Social use most often occurs on weekends and, occasionally during the week. The person usually sets limits on their consumption. Sometimes they go beyond those limits. Abuse of drugs becomes more frequent in the social stage.

Dependent Stage - In the dependent stage the person becomes preoccupied with the drug. They no longer use drugs for a temporary "high" from which they return to a "normal" state. They feel emotionally guilty, knowing drugs have become the main focus of their lives. Attitude, appearance and behavior change dramatically. The social aspects of drugs taper off. The person abuses drugs more often when he is alone.

Chronic Stage - In the chronic stage the person feels constant emotional or physical pain which can only be lessened by the drug. The person's main thoughts are of getting and using more drugs. Effects of chronic abuse are most dramatic if the person has grown addicted to those drugs which cause emotional or physical withdrawal when they are not available. At this stage they require long-term treatment to assist in recovery.

DRUG USE AND ABUSE

ACTIVITY SHEET

1. If you had a friend who you suspected might be in the experimental stage of drug abuse, how could you help this friend?

2. It is obvious that your friend is in the social stage of abusing drugs. What would you do to help him/her?

3. One of your friends confides to you that he/she feels he/she is dependent on a drug. What would you say or do?

4. Someone you know is in the chronic stage of drug abuse. How can you help this person with this serious problem?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHERE TO GET HELP FOR MYSELF OR A FRIEND WHO HAS A PROBLEM WITH DRUGS AND ALCOHOL.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: PHONE PAGES LISTING AGENCIES IN THEIR LOCAL AREA

"WHERE TO GET HELP"

INTRODUCTION: Young adolescents need to know where to find help when faced with problems that they cannot handle alone. This activity will provide an opportunity for the students to learn how to access adult resources when they are faced with a drug or alcohol problem.

PROCEDURE:

1. Introduce the activity by asking the students to make a list of the kinds of problems they cannot handle by themselves. This can be done collectively and written on the board. Be sure that drug and alcohol problems are included on this list.
2. Request that the students now make a list of the resource people they could contact if they needed help with any of these problems. Next to each problem, encourage the students to list at least two people they could turn to for help.
3. Elaborate on the area of drugs and alcohol by asking the students to think of what kinds of problems they might have and specifically who they would contact and how. Encourage them to think of agencies in their community that are designed for this kind of help.

OBSERVATION NOTES

Students who are new to the community may need small group sessions to orient them to available resources.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHERE TO GET HELP FOR MYSELF OR A FRIEND WHO HAS A PROBLEM WITH DRUGS AND ALCOHOL.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: COPIES OF "DEAR ABBY" LETTER FOR ALL STUDENTS IN THE CLASS

"HELP A FRIEND"

INTRODUCTION: This lesson should help students to be aware of how they can help a friend who has had a problem with drugs or alcohol.

PROCEDURE:

1. Ask students to brainstorm ideas to the following four questions (one at a time) and write their responses on the chalkboard:

    a) Why do young people use drugs or alcohol?
    b) What problems can drugs or alcohol cause?
    c) What help is available to people who have a problem with drugs or alcohol?
    d) What are alternative highs to drugs?

2. Tell students to imagine that they are writing an advice column for a newspaper and they are going to write some advice to a student whose friend had a problem with drugs or alcohol.
3. Distribute copies of the "Dear Abby" letter and instruct students to write an answer to be shared with the class.
4. After students have written a response, allow them to share their answers orally with the class. Stress that understanding and alternative activities will be necessary to help someone stay off drugs or alcohol.

OBSERVATION NOTES

Be alert to students who express unrealistic answers. They may need individual intervention.

NAME_________________________

Dear Abby,

My friend had a problem with alcohol and drugs. He had a poor self concept and had given up on life. With counseling, he has given up drugs and alcohol. What can I do now to help my friend?

John Smith

Answer

Dear John,

Area II- Category P- Competency 40

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH MY PARENTS, STEP-PARENTS OR GUARDIANS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET-"GETTING ALONG WITH GROWNUPS"

"BE A STAR IN YOUR FAMILY"

INTRODUCTION: Students need to have a better understanding of their responsibilities and interpersonal relationships within a family.

PROCEDURE:

1. Discuss with the students how they affect and are affected by the people around them, such as parents, teachers, siblings, peers, teammates, relatives, etc.
2. Emphasize the relationships with members of their own families. Compare it to a team.
3. Say:

   Imagine your family as a team playing a game. Who would be the captain or coach? What would be the rules so your family can win? How would you know if your family won the game? Distribute the activity sheet, "Getting Along With Grownups" and ask the class to answer the questions in writing then discuss their answers.

OBSERVATION NOTES

Look for students who seem uncomfortable, or who are reluctant to respond or who give negative responses. Arrange to see the student individually.

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GETTING ALONG WTIH GROWNUPS

1. One thing the grownups I know do that I especially like is

   ______________________________ .

2. One thing the grownups I know do that I just hate is

   ______________________________ .

3. One thing I do that the grownups I know especially like is

   ______________________________ .

4. One thing I do that the grownups I know just hate is

   ______________________________ .

5. One thing the grownups I know could do to make life easier and more pleasant for kids is

   ______________________________ .

6. One thing I could do to make life easier and more pleasant for the grownups I know is

   ______________________________ .

7. One thing I think grownups and kids should talk more about is

   ______________________________ .

8. One thing I think grownups and kids should do together more often is

   ______________________________ .

9. One thing I hope I will remember to do for kids when I am grown up is

   ______________________________ .

Area II- Category P- Competency 40

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH MY PARENTS, STEP PARENTS OR GUARDIANS.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: PAPER, PENCILS

"FAMILY FUNDAMENTALS"

INTRODUCTION: Children need to be aware of how important it is to get along with parents or step parents.

PROCEDURE:

1. Ask the students to give some ideas of what responsibilities children their age should have at home. List these on the chalkboard.
2. Discuss why young people have to do things when adults could probably do them better, easier and faster.
3. Brainstorm with the class, some of the things children do that cause problems in getting along with their parents or step parents. You will want to include problems at home and leisure activities.
4. Ask the students to write suggestions on a piece of paper of what they feel children could do to get along with their parents or step parents. Ask them to include ideas on how they should fulfill their responsibilities at home so as to eliminate problems in that area.
5. Allow students to share and discuss their responses with the class.

OBSERVATION NOTES

Be prepared to supply ideas for responsibilities and problems in families in case the students have difficulty with this. Be alert for students who express serious family problems. These students may need individual help if there are problems in their families.

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AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH MY BROTHER, SISTER, STEP-BROTHER, OR STEP-SISTER.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: NONE

"PROBLEMS WITH BROTHERS AND SISTERS"

INTRODUCTION: Students need to have the opportunity to express and share positive and negative feelings about siblings, as well as find ways of handling common difficulties with siblings.

PROCEDURE:

1. Ask how many of the students have sisters and/or brothers?
2. Say, "Listen to the this story and see whether it sounds familiar".

   When you're not around, your brother(s) and/or sister(s) plays with your games and toys, breaks them, loses things, and never puts anything back. When you're playing with your friends, your brother(s) and/or sister(s) a pest and won't leave you and your friend alone.

3. Ask, "Who knows a sister or brother like this? How would you feel? What would you do?"
4. Say, "Now listen to this story."

   You get C's on your report card and your brother and/or sister always gets A's. Your brother and/or sister is better at soccer and baseball and always beats you at Nintendo. Your brother and/or sister is good at everything.

5. Ask, "Who knows a sister or brother like this? How would it make you feel?"
6. Say, "Now listen to this story".

Your brother and/or sister always bosses you around and makes you wait on him and/or her. He and/or she gets a bigger allowance, gets to stay up later and can go lots of places you can't.

7. Ask, "Who knows a sister or brother like this? How would you feel? What would you do?"
8. Say, "Listen to the last story."

She's the baby of the family and always gets all the attention. Everyone makes a fuss over her and ignores you. When you try to do something cute, all you do is get in trouble.

9. Ask, "Who knows a sister or brother like this? How would you feel? What would you do?
10. Say, "Brothers and sisters can often make people feel angry, upset, sad, or jealous (use terms the students have used). What are some of the ways children might act when they feel this way about brothers and sisters? Sometimes these are not the best ways to act. Let's review each story and see if we can suggest some ways the situation could be handled. How can parents help in these situations? How do they sometimes make things worse?"

OBSERVATION NOTES

Be alert to students who express strong negative feelings or who do not respond at all. Arrange to see them later to discuss sibling relationships.

Area II- Category P- Competency 41

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY AND RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO GET ALONG WITH MY BROTHER, SISTER, STEP-BROTHER OR STEP-SISTER.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	4-6
MATERIALS:	NONE		

"UNDERSTANDING YOUR BROTHERS AND SISTERS"

INTRODUCTION: This lesson is designed to encourage students to begin thinking about sibling relationships and identifying behavioral changes that might reduce levels of conflict.

PROCEDURE:

1. Working in small groups, ask students to develop lists of problems they might have with older and younger brothers and sisters. Examples: borrows toys, games or clothes; wins when playing games; wants to play with your friends.
2. Each group should select a leader who will read one problem chosen by the group.
3. Ask the entire class to brainstorm solutions to the problem.
4. After all group problems have been presented to the class, ask each small group to pick what they consider to be the best solution.

OBSERVATION NOTES

This is a topic students find very easy to talk about. If anyone has difficulty sharing problems they may have with their brothers and sisters, see them individually to see if there is any issue the student would like to discuss privately.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH MY BROTHER, SISTER, STEP-BROTHER, OR STEP-SISTER.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET

"SIBLING SOLUTIONS"

INTRODUCTION: This lesson will reinforce positive solutions to common sibling problems.

PROCEDURE:

1. Ask students for ideas of problems that brothers and sisters might have.
2. List several of the more common problems on the chalkboard.
3. Lead a discussion about some possible solutions to the problems.
4. Distribute copies of the worksheet and allow the students to write their own solutions to the problems given.
5. As time permits, ask for volunteers to share their answers with the class. Discuss the positive solutions and encourage them to try these at home and report the results back to the class.

OBSERVATION NOTES

Be alert for students who respond with selfish or violent solutions. These students may need additional help in resolving conflicts in a positive way.

SIBLING SOLUTIONS

Write the solutions that you would offer sisters and brothers if they found themselves in the following situation:

1. Both Jane and Sally want to sit in the front seat of the car on the way home from Grandma's house. Only one person can fit comfortably. Solution:

2. John is on the phone for a long time and his sister, Susan, wants to use it. She knows he will get angry if she interrupts his conversation and asks him politely to get off, but as the minutes tick by, Susan feels more impatient and annoyed. Solution:

3. Paul is a year older than Jeffrey. Jeffrey has the same teacher that his brother, Paul, had the year before, and she is always comparing them. Since Paul was a better student than Jeffrey, he feels pressured and unhappy. To make matters worse, Paul teases him about his inferiority, and Paul is looked at as the star of the family. Jeffrey doesn't know who to talk to or what to do. Solution:

4. Joe is supposed to babysit for his eight-year-old brother Saturday afternoon. However, all of Joe's friends are planning to meet at the arcade that day and he really wants to be with them. Besides, his friends have started teasing him about always doing what his mother tells him to do. Joe doesn't know what to do. Solution:

5. You borrowed your sister's most expensive dress to wear to a birthday party. She was reluctant to lend it to you, but you assured her that you are a responsible person and you would be extremely careful. Although it wasn't your fault, someone at the party knocked into you and spilled soda on the dress. The stain will not come out, and you have no money to buy her a new dress. Solution:

____

____

____

6. You want to watch a TV special that is on for two hours for three nights in a row. However, this interrupts the shows that your brothers and sisters enjoy watching. You feel badly about asking them to allow you to watch your show. Unfortunately, there is only one TV in the house, and the show you want to watch is not a show that they would watch with you. Solution:

____

____

____

7. You promised your best friend that you would help her clean her room and set up for her birthday party. You had forgotten that you had also promised your mom that you would babysit for your brother while she did her afternoon errands. They are all depending on you! Solution:

____

____

____

8. Your brother tells you that he broke your parents' favorite lamp. He is very upset and makes you promise not to tell on him. Your parents come home and blame you for the broken lamp. They yell at you and tell you that you are grounded for the week with no TV privileges. You don't know whether to go against the promise you made to your brother and tell on him or take the blame yourself. Solution:

____

____

____

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH MY BROTHER, SISTER, STEP-BROTHER, OR STEP SISTER.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4
MATERIALS: CHALKBOARD REFERENCE: RAINBOWS FOR ALL CHILDREN

"A HANDLE ON CONFLICTS"

INTRODUCTION: Students who are in conflict at home often find it difficult to learn at school and function at home. This lesson is designed to help students focus on these conflicts and put them in better perspective.

PROCEDURE:

1. Ask students to help you list on the board some common sources of conflict at home with brothers and sisters or step-brothers and step-sisters. List these under two categories, one which applies to families in general and one for problems which seem unique to step-family situations.
2. When the list is finished, ask students how they would try to solve such conflicts. (See "Introducing Conflict Resolution".)
3. Sum up what seems to be major sources of conflicts and try to determine the basic methods for resolving these conflicts.

OBSERVATION NOTES

Be alert to any students who indicate serious conflicts that may require private counseling. Accommodate these students with individual help at a later time.

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AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO GET ALONG WITH MY BROTHER, SISTER, STEP-BROTHER, OR STEP-SISTER.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	4-6
MATERIALS:	NONE		

"FAMILY FEUDS"

INTRODUCTION: It is important that students begin to analyze sibling relationships and roles within a family and recognize that there are advantages and disadvantages in all roles in the family.

PROCEDURE:

1. Have all students who are "oldest children in their families" stand together. Have all "only children" stand together. Have the "youngest in their families" stand together. Those remaining should stand together.
2. Ask each group to select a secretary who will draw a vertical line down the middle of a large sheet of paper. Then list advantages and disadvantages of their particular position.
3. After the lists are completed, ask each secretary to read his group's lists aloud to the entire class except for the "middle child" group. Pretend to overlook this group until this group brings it to your attention. Ask them how they felt about being overlooked.
4. Ask the students to tell what causes disagreements with their brother or sister.
5. Role play how to handle the situations discussed appropriately.

OBSERVATION NOTES

Be alert to students who seem to be troubled by sibling relationships and work with them individually.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW SOME THINGS THAT CAN CAUSE PROBLEMS IN FAMILIES, SUCH AS MOVING, DIVORCE, DEATH, OR UNEMPLOYMENT.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS **GRADE LEVEL:** 4-6
MATERIALS: NONE

"FAMILY PROBLEMS"

INTRODUCTION: Young children need to understand that all families have problems even if the people in the family love each other. This activity is designed to help children understand the causes of family problems.

PROCEDURE:

1. Introduce this activity by asking the students how they have changed in the past year. Encourage the students to think of changes in all aspects of their lives: physical, emotional, social and mental. Inquire about how the students felt about these changes.
2. Request that the students now think about how their families have changed in the past year. The changes might include such things as births, deaths, moving, illness, divorce, and remarriage. Make a collective list on the board of all these changes.
3. Select one of the changes listed and suggest that the students brainstorm how a family might respond to this change. For example, if a family had just moved across the country because of a job transfer for Mom, how might all the other members of the family feel about the move? What would happen in the family if some members were happy with the move and others were not?
4. Invite the students to role play a hypothetical family going through another one of the changes listed on the board. Assign roles, (father, mother, sister, brother, grandmother) to particular students and ask them to talk with each other about how they feel about the change. Give this "family" a few minutes to interact. Encourage the rest of the class to talk

about how the "family" was handling the change. Did it seem like a problem? If not, what did they do to keep it from becoming one? If it was handled as a problem, how did the family keep adding to the conflict?

5. Emphasize the role of good communication in dealing with all difficult situations, especially those dealing with change.

OBSERVATION NOTES

Students who may have gone through some difficult family changes recently may react strongly to this activity. Offer individual counseling time with any student who seems to be distressed about some family problems.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW SOME THINGS THAT CAN CAUSE PROBLEMS IN FAMILIES, SUCH AS MOVING, DIVORCE, DEATH, OR UNEMPLOYMENT.
TIME:	30 MINUTES
GROUP SIZE:	SMALL GROUP GRADE LEVEL: 6
MATERIALS:	WORKSHEET "FAMILY CONFLICTS"

"FAMILY CONFLICTS"

INTRODUCTION: Students need to discuss and identify feelings in order to understand and more effectively deal with these feelings. This lesson may lead to individual counseling sessions to develop strategies and explore personal concerns more deeply.

PROCEDURE:

1. State that although family members love each other, conflicts occur in all families. Besides routine conflicts, point out that especially stressful situations may make matters worse. These include things like divorce, death, moving and unemployment.
2. Encourage the students to discuss and identify situations that cause problems in most families. Ask them to identify the types of feelings these problems are likely to cause.
3. Give the students' the worksheet. Ask them to select one of the problems that would probably cause them to be upset. Detail how they might feel and what they might do.
4. When the students have had time to complete their worksheet, ask them to share one or more of the conflicts on their list. Encourage the students to relate to each others' feelings.
5. In summary, the counselor should bring out the following concepts:

   a) It is okay to be angry with your family.
   b) It is not right to "dump on" or mistreat others who don't deserve it when you are angry.

c) It is good to find someone who cares and who will listen when you are angry and upset.

d) It really helps to have a plan of action to deal with the anger you feel and the situations which make you angry.

OBSERVATION NOTES

The counselor may notice students who have few skills to deal with conflict. These students may benefit from small group sessions on conflict resolution skills.

FAMILY CONFLICTS

In column one, list five things which may happen in a family that may make you angry. In column two, describe what you would do about the situation.

Why were you angry?	What would you do?
1.	
2.	
3.	
4.	
5.	

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW SOME THINGS THAT CAN CAUSE PROBLEMS IN FAMILIES, SUCH AS MOVING, DIVORCE, DEATH, OR UNEMPLOYMENT.
TIME:	30-40 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 5
MATERIALS:	WORKSHEET ON "FAMILY RULES"

"FAMILY RULES"

INTRODUCTION: Young people need to learn that rules are necessary in families even though they may often be the cause of conflict for the family.

PROCEDURE:

1. Lead the students in a discussion of the necessity for rules in society, in the community, in school and at home with their families.
2. State that today the class will be working with rules in families.
3. Distribute copies of the worksheet "Family Rules" to the students.
4. Encourage them to carefully consider and answer the questions on the worksheet.
5. Allow students to share their answers with the class or in small groups.
6. Suggest that students take their papers home and discuss their answers with their families.

OBSERVATION NOTES

The counselor should be alert to any student who may express hostility toward family rules. These students may need help in understanding why rules are necessary.

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FAMILY RULES

1. Why would a family need rules?

2. What kinds of rules would a family need?

3. What rules would you include for the health and safety of family members?

4. What rules would you include regarding the household environment of the family?

5. What social relationship rules would you want for a family?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW SOME THINGS THAT CAN CAUSE PROBLEMS IN FAMILIES, SUCH AS MOVING, DIVORCE, DEATH, OR UNEMPLOYMENT.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET-"FAMILY PROBLEMS"

"PROBLEM SITUATIONS IN THE FAMILY"

INTRODUCTION: All families have problems. This lesson will help students understand the underlying causes of problems and what can be done to resolve them.

PROCEDURE:

1. Tell the students that today they are going to discuss problems families have and how family members feel about them.
2. Distribute copies of the worksheet to the students.
3. Ask for volunteers to read, answer and discuss one at a time, the questions 1-5 on the worksheet.
4. Instruct the students that they are to complete the assignment at the bottom of the worksheet.
5. After allowing sufficient time for completion of the assignment, discuss the problems given by the students.

OBSERVATION NOTES

Make note of any student who writes or talks about serious family problems. These students may need individual counseling.

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FAMILY PROBLEMS

Most bad feelings at home happen when a member of our family says, thinks, or does something that makes us not feel "OK". Here are some examples:

1. You want to go someplace with a family member. They tell you they don't want you to go with them. How do you feel and what should you do about it?

2. Your parents are arguing over a problem and you feel partly to blame for the problem. How do you feel and what should you do about it?

3. You want to borrow something that belongs to your sister/brother. They refuse to let you use it. How do you feel and what should you do about it?

4. You feel your parents expect you to do a lot more work around the house than your brother or sister. How do you feel and what should you do about it?

5. Your parents are pressuring you to do better at school. How do you feel and what can you do about it?

On the back of this paper, make a list of five or more problems that families have. Write what feelings the family members might have and what they should do to help resolve the problem. Some of these problems may be major changes in the family such as moving or divorce.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO FIND HELP WHEN MY FAMILY HAS PROBLEMS.
TIME:	30-40 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS:	ROLE PLAYING SHEET "WHO DO YOU TRUST?"

"WHO DO YOU TRUST?"

INTRODUCTION: Students need to know that there are some people they can always trust to help them when they need it.

PROCEDURE:

1. Lead the students in discussing the elements involved in trusting someone. Make a list on the board of trust necessities such as keeping secrets, honesty, reliability, loyalty, and caring for others.
2. Ask the students to brainstorm ideas of times in their life that they might need someone to help them. Make sure to bring out family crisis situations such as divorce, death, moving and unemployment.
3. Allow students to draw one of the "Who Do You Trust?" situations to read, discuss, and formulate answers. Students may take turns to cover as many situations as time permits.

OBSERVATION NOTES

The counselor should make note of any student who is reluctant or unable to come up with an answer. These students may need individual counseling on how to get help when they need it.

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"WHO DO YOU TRUST?"

Directions: Make one copy and cut apart each statement. Fold in half and put in a container to be drawn, read, and solved by students taking turns as time permits.

- -

1. You hear your parents arguing loudly almost every night. You are worried they might get a divorce. Who do you think might help you talk out your fears?

- -

2. Your friend, whose mother just died, comes to you for help. What would you advise be to your friend in order that he or she may work through the grief?

- -

3. Your mother and father have just informed you that they are getting a divorce. You are very upset and need someone to talk to. Where can you go to get help?

- -

4. Your mother tells you that your family is moving to a distant city due to your father's job transfer. You are scared and upset about the move. Who can you go to for help?

- -

5. Your father just came home from work and announced to the family that he has lost his job. Everyone is worried about what the family will do. Where can you go for help?

- -

6. Your father has moved out of the house and has rented an apartment. You are confused and don't know what to do. Who can you talk to about this?

7. Your dog has just been killed by a car. You loved your dog very much and you're very sad. Where could you go to talk this over?

---

8. Your parents have sold your house and you're moving next week. You will start a new school immediately. Is there anyone who would understand how you feel?

---

9. Your parents are both out of work. Money is very scarce. Everyone at home is worried. Can you think of anyone who could help you?

---

10. Your father, who drinks heavily, has been fighting with your mother. Your mother is threatening a divorce. Who could you talk to about your feelings of confusion concerning your parents?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO FIND HELP WHEN MY FAMILY HAS PROBLEMS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET-"HELPING FAMILIES"

"HELPING FAMILIES"

INTRODUCTION: Students need to know how to find help when their family has a problem.

PROCEDURE:

1. Lead a discussion about families in general. Use some of the following ideas in your discussion.

   A family is you, and the people who live with you and love you and take care of you. Each family is different and special. Can you name some different kinds of families? (Father, mother, children-Mother, child-Father, stepmother, stepsisters and brothers-Grandparents living with family, etc.) Families come in all sizes and all ages and live in all kinds of different places. We behave the way we do mostly because of our families. Some families have strict rules and some seem not to have any rules. In some familes there are strong traditions for holidays or weekends, and some families have certain things they always do on vacations. Do you have some special traditions in your family?

   We behave the way we do not just because of the rules and traditions in our family, but because of the rules and traditions our parents had in their families, and those our grandparents had in their families. And sometimes we can trace back many generations. We may hear stories about great-grandparents or distant relatives who had interesting things happen to them. Can you remember any stories you have heard about your ancestors that are still important in your family? (People coming over on boats to homestead, etc.)

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Our own parents are the biggest influences on our lives. Have you ever thought about how they got together? Do you know how your parents met? What did they like about each other? Have they ever told you? Maybe you could ask them. The kind of people your parents are influence the way you are. If your family has a certain hobby or plays together at a certain sport, this will have an effect on your interests. Does your family have a special interest?

In families we get used to doing things a certain way at a particular time and it all feels comfortable to us. But then sometime, on some day, something happens that changes the way things are. Can you think of some changes that might happen in a family? (Illness, moving, divorce, birth) Write these on the board.

Let's look at one of these changes. (Take any change, For example: divorce, death, marriage) What kinds of feelings would you have if this happened in your family? List the feelings on the board. (Afraid, angry, lonely, embarrassed, etc.) After this list has been completed, look at another change (For example: illness) and list those feelings. The feelings that accompany changes are usually the same.

2. Tell the class, "When there are changes in a family, these changes sometimes lead to problems."
3. Distribute copies of "Helping Families" to the students.
4. Instruct them to complete the sheet following the directions and be prepared to share their answers with the class.
5. Allow students to share their responses orally with the class as time permits. Encourage as many students as possible to participate in discussing individual responses.

OBSERVATION NOTES

Be alert to students who may mention serious problems in their own family. These students may need individual intervention.

"HELPING FAMILIES"

1. Write the family problems listed below under the heading where you feel they belong.

Divorce
Household chores
Brother/sister fights
Alcohol/drugs
Moving
Illness
Abuse
Parent rules
Unfair treatment
Loss of income

Small Family Problems	Serious Family Problems

2. Look over the list of small family problems. How do you think these problems could be solved?

3. Carefully consider the list of serious family problems. Take each one and try to write how a family could find help with this problem. Use the back of this paper if needed.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO HELP WITH FAMILY RESPONSIBILITIES.	
TIME:	1 CLASS PERIOD	
GROUP SIZE:	CLASS	GRADE LEVEL: 4-6
MATERIALS:	WORKSHEETS "MY RESPONSIBILITIES TO MY FAMILY" AND "I HELPED OUT"	

"THE PART I PLAY IN MY FAMILY"

INTRODUCTION: This lesson will help students to be aware that family responsibilities need to be shared by all family members.

PROCEDURE:

1. Ask the students to tell you as many family responsibilities that they know. Write some of these on the chalkboard.
2. Discuss the words "responsibility" and "privilege". Ask the students to list some privileges that family members have.
3. Tell the students to consider that they are earning privileges by sharing in the responsibilities.
4. Distribute copies of "My Responsibilities to My Family". Allow time for the students to write their answers.
5. Ask the students to share their responses. Encourage them to express their feelings concerning what should or should not be their responsibility as a family member.
6. Explain five ways they can be a good family member:

   a) Try to smile at all family members as often as possible.
   b) Ask other family members about their day...and be a good listener.
   c) Hug your parents or brothers and sisters. Let them know you care about them.
   d) Offer to help around the house.
   e) Share good things that happen to you with family members.

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7. If time permits, have students write a brief description of an incident in which they helped with a family responsibility. They should draw a picture to go with their description. These should be collected for display somewhere in the class.

OBSERVATION NOTES

Make note of any student who seems to have trouble writing appropriate responses. They may need individual counseling in accepting responsibilities.

"MY RESPONSIBILITIES TO MY FAMILY"

1. What chores or responsibilities do you have at your home?

2. What do you like about what you have to do?

3. What do you dislike about what you have to do?

4. What are some privileges you have at home?

5. Do you feel you are doing enough at home to earn the privileges?

6. What else would you be willing to do at home?

7. Who has the most to do at home?

8. How could you help that person with the family responsibilities?

"I HELPED OUT"

Write a description of a time when you helped out with family responsibilities and did a good job.

Draw a picture of you helping out.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO HELP WITH FAMILY RESPONSIBILITIES.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: PAPER AND PENCIL EXCERPTED FROM: RAINBOWS FOR ALL CHILDREN

"ASK THE EXPERT"

INTRODUCTION: Children are often in conflict with others in their family with regard to responsibilities and issues related to fairness. This lesson is designed to help children see their role in their family a little more clearly.

PROCEDURE:

1. State that today we are going to write "Dear Abby" letters and answer them ourselves. Our topic is going to be what we feel our rights and responsibilities should be in our family. Each student is to take some aspect of their rights and responsibilities at home, which youngsters often are not happy with, and write to "Dear Abby" for advice. The student is then to objectively answer their own letters as they feel "Dear Abby" would answer.
2. When the students have finished their letters, ask as many as possible to read them to the group for the group's feedback.
3. List on the board a few points of good advice about family rights and responsibilities which were offered in the letters as a lesson summary.

OBSERVATION NOTES

Be sure that the students understand that rights, responsibilities and fairness go together. They should make valid points in their letters and not just angry statements. Be alert for students who are especially angry or feel they are treated unfairly. Offer counseling to these students.

Area II- Category P- Competency 44

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO HELP WITH FAMILY RESPONSIBILITIES.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: EMPTY JAR, PAPER, GLUE, MARKERS, "TEN THINGS I LIKE TO DO", "ROLE PLAYS #1 AND #2

"IT'S MY JOB"

INTRODUCTION: Students may find it difficult to accept responsibility for everyday chores that keep their household running smoothly. Students need to understand why these chores need to be done and find a fun way to accomplish the task.

PROCEDURE:

1. List on the board the different chores students have to do at home.
2. Distribute "Ten Things I Love to Do". Explain to the students that these are fun things that they like to do in their spare time. Allow ten minutes to fill this out.
3. Ask the students to put the worksheet aside. Divide the students into pairs. Ask each pair to accomplish the following tasks.

   Write down ten jobs they need to do around the house. Cut the lists into strips.
   Decorate a job jar and put all the jobs in it.

4. Ask each pair to pick a job from the job jar. They then will determine how many jobs are worth a fun activity from their list of "Ten Things I Love to Do". Example: Mow the lawn three times to earn the chance to go to the zoo. Emphasize to the students to remember how much time and money their families have for outside activities. Allow fifteen minutes for this.
5. Bring the pairs of students back together as a class group. Pass out the role-play situations to two groups. The role plays will emphasize the conflict between parents and children about chores. Allow role players five minutes to prepare.

6. Discuss with the students the impact of everyone taking responsibility in a family. Emphasize that there are jobs to do whether we like it or not and we can do some fun things when the work is all done.

OBSERVATION NOTES

Students that have difficulty with this activity may need individual sessions for clarifications.

"TEN THINGS I LOVE TO DO"

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

"ROLE-PLAYS #1 AND #2"

#1

Joey was supposed to do the family laundry. He has had three days to do this and it is still not done. On Saturday, Joey would like to play baseball with his friends but his mom says no. She has told him he will have to do the laundry before he goes out.

#2

Jennifer is in charge of all housework. She lives with her dad and younger sister. This week Jennifer completed all of the housework and did the family laundry. This is usually her dad's job. Now, their whole Saturday is free.

Area II- Category P- Competency 44

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO HELP WITH FAMILY RESPONSIBILITIES.		
TIME:	1 CLASS PERIOD		
GROUP SIZE:	CLASS	GRADE LEVEL:	4-6
MATERIALS:	FAMILY WORKSHEET		

"DIVIDING UP FAMILY CHORES"

INTRODUCTION: All of us have a family which influences us in many ways. Our family is important to us and each family member has certain roles and responsibilities. Students will learn how to help with family responsibilities.

PROCEDURE:

1. Begin with a discussion about families. Ask students to share information about the following questions: Who is in your family? Why is your family important to you? What is something you do with your family? What chores do you do to help out?
2. Divide the class into two or three small groups. For each group, ask students to decide who will be the mom, dad and the kids ranging in ages from 3-6. Pick one student to do the recording for the activity.
3. The group will have about twenty minutes to discuss and answer the following questions: What are the roles of the family? What are each person's responsibilities in the family as far as chores are concerned? How will decisions about chores be made in the family? What kinds of "fun stuff" will the family do together?
4. After the group answers the questions, ask them to share with the class what the "family" has decided.
5. Pass out the "Family Worksheet" to students. Explain to the students that they should give these coupons out to any family member. The coupons are good for any chore the student may want to do for a family member.

OBSERVATION NOTES

Students who have difficulty with understanding family roles and responsibilities may need individual counseling.

"FAMILY WORKSHEET"

Below are coupons which you may give to family members. These coupons are good for any chores you may want to do for someone in your family. Please use them all!

Coupon #1 ________________ (Today's Date) To:______________________ I would like to do the following chore for you:________________ On the following day____________	Coupon #2 ________________ (Today's Date) To:______________________ I would like to do the following chore for you:________________ On the following day____________
Coupon #3 ________________ (Today's Date) To:______________________ I would like to do the following chore for you:________________ On the following day____________	Coupon #4 ________________ (Today's Date) To:______________________ I would like to do the following chore for you:________________ On the following day____________
Coupon #5 ________________ (Today's Date) To:______________________ I would like to do the following chore for you:________________ On the following day____________	Coupon #6 ________________ (Today's Date) To:______________________ I would like to do the following chore for you:________________ On the following day____________

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO ORGANIZE MY TIME.	
TIME:	30 MINUTES	
GROUP SIZE:	CLASS	GRADE LEVEL: 4-6
MATERIALS:	WORKSHEET-"MAKING A SCHEDULE"	

"HOW TO BECOME TIME-WISE"

INTRODUCTION: Students often need help in scheduling home study time based on individual needs and circumstances. Increasingly, parents are not around to assist in this process.

PROCEDURE:

1. Read the following story to the students:

   Jim is a good student and a good athlete. He needs time to study and to practice running. Look at Tim's schedule on your worksheet.

2. Ask, "How much time does Tim spend on homework each day? How much time does he spend practicing track? Is there time in this schedule for more homework and more track? When would be the best time to use for more homework?"
3. Brainstorm: How do most students spend their time after school? Jot down their ideas on the board. Prioritize: Which of the ideas mentioned are most important?
4. Ask, "Why is it a good idea to make a schedule of after-school activities? What sometimes happens when students don't make schedules? What things should be included in a schedule? About how much time should you spend on homework?"
5. Think about your after school activities for this week. Fill in your schedule with activities such as scouts, sports practices, church activities, etc. Fill in approximate times required for dinner and chores or other family responsibilities. Fill in a homework time for each day. Put in a few TV shows you'd really hate to miss. Label any unused slots "free time."

6. Keep this schedule and see how closely you stick to it during this week.

OBSERVATION NOTES

Watch for students who seem disinterested in the activity. Work with them individually on motivational strategies.

MAKING A SCHEDULE

Tim's Schedule	
9:00-3:15	School
3:15-4:15	Track practice
4:15-4:45	Free time
4:45-5:15	Homework
5:15-6:00	Chores
6:00-6:45	Dinner
6:45-7:30	Homework
7:30-8:30	Free time
8:30-----	Bed time

Helpful Rules for Studying:

-Make sure you study regularly

-Set aside enough time to do all your homework (at least one hour each day).

-Decide how much time you need to spend on each subject.

-Spend the most time on the subject that is most difficult.

-Do the hardest assignments first.

Monday/Homework time:	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Tuesday/Homework time:	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Wednesday/Homework time:	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Thursday/Homework time:	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Friday/Homework time:	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Saturday/Homework time:	Sunday/Homework time:
(Choose your own hours)	(Choose your own hours)

Area III- Category J- Competency 24

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO ORGANIZE MY TIME.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: "HOW TO IMPROVE YOUR STUDY HABITS AND GRADES" WORKSHEET AND "DEAR ME" LETTER

"HOW TO BEAT CONFUSION-ORGANIZATION"

INTRODUCTION: Many factors go into good study habits for improving grades. One of the most important factors is the organization of time.

PROCEDURE:

1. Discuss why it is important to organize time.

    a) To help with the discussion, give each student a copy of the handout, "How To Improve Your Study Habits and Grades."
    b) Stress those items which focus on organizing time.

2. Give each student a copy of the "Dear Me" letter to complete.

OBSERVATION NOTES

Be alert to those students who might have trouble completing the "Dear Me" letter. Assist them in completing the task.

HOW TO IMPROVE YOUR STUDY HABITS AND GRADES

At school:

1. Listen carefully to be sure you understand all assignments.
2. In one place, write down all your assignments and their due dates.
3. Do assignments when they are given. Don't fall behind. Use your school study time wisely.
4. For long term assignments, do a little each day. It is better not to wait until the last minute.
5. Ask the teacher for help if you don't understand the work.
6. Join in class discussions. They will increase your knowledge.
7. If you miss a class or assignment, check with your teachers immediately upon your return to find out what you have missed.

At home:

1. Set a regular time to study. Schedule this around your other activities, but stick with the chosen time.
2. Pick a quiet place in which to study, free from distractions.
3. Organize all the materials you will need before you begin.
4. You may consider doing the hardest work first and saving the easiest work for later.
5. Have a calendar at your study area. Mark the due dates for tests, projects, reports, or research. Remember to look at your calendar daily and plan accordingly.

Date________________________

Dear Me,

These are the things I must do to be better organized:

____

____

____

I will show improvement by:
________________________________(date)

If I reach my goal I will:
________________________________(reward)

____
Student signature

____
Counselor/Teacher signature

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO LISTEN AND ASK QUESTIONS IN CLASS.
TIME:	30 MINUTES
GROUP SIZE:	CLASS GRADE LEVEL: 4-6
MATERIALS:	"HOW TO LISTEN" HANDOUT

"PRACTICE IN LISTENING"

INTRODUCTION: Children as well as adults need to be reminded of the importance of listening carefully.

PROCEDURE:

1. Brainstorm "why it is important to listen." It is important to listen:

   a) to become well-informed
   b) to save time
   c) to respect others

2. Distribute and discuss "How to Listen."
3. Role play activity: This activity is designed to show how hard it is to talk and listen at the same time. Activity: Ask two students to face each other. When the leader says, "Begin" both will begin talking. One student will recite the Pledge of Allegiance while the other student will discuss a topic of interest to him or her. Discuss with the class what they observed in the role play activity.
4. Directions game: This activity is to increase students' abilities to follow a series of directions. All directions are given before the student is allowed to begin.

   a) Walk to the door, turn the light switch on and off then skip back to your seat.
   b) Hop up to the blackboard, write your first name on the board then jog back to your seat.

The leader may increase the number of directions or make them more complex, depending upon the students' abilities.

5. Ask the students to turn their worksheet over and give them directions for paper and pencil tasks.

   a) Draw a square, make a circle inside the square then put an X under the square.
   b) Draw a line in the upper left hand corner, put your initials on the line then put quotation marks around them.

6. Have the students practice giving verbal directions to each other. They can use similar situations which involve drawing a picture or design. Both students should then discuss how they did in the following directions.

OBSERVATION NOTES

Watch for students who seem to be having difficulty remembering what thay hear, and give them extra practice.

HOW TO LISTEN

Now is the time to learn to listen. Each year as you progress in school, you will be given more and more spoken information which you must remember. Remember that, everyone knows something that you don't know. Very few, perhaps none, of the people you know will ever put their information into a book for you to read. Their information will never come to you if you won't or can't listen. Write as many facts as you can remember from the most recent lesson your teacher gave you.

Here are a few suggestions for better listening.

1. Be prepared to listen when the speaker begins. Usually the main idea comes at the beginning. If you miss it, you may not understand anything that follows.

2. Watch the speaker. If you are trying to watch television, watch a classmate making paper boats or the clouds in the sky, you cannot give your full attention to the speaker.

3. Try to listen for directions. If you don't listen properly, you may lose a lot of time because you thought the teacher said "Do ten problems" instead of "Do the tenth problem."

4. Be sure to take notes. It is impossible to take notes without listening. By forcing yourself to take notes, you train yourself to listen at the same time.

5. Don't let yourself wander down side paths with your thinking. How often have you blushed in class when you found out the question you asked had been answered a few minutes before, and you had not heard it?

6. Try to listen understandingly and thoughtfully. If you don't understand the point the speaker is trying to get across, ask questions. Sometimes these questions will have to wait until the speaker is finished. In that case, take notes so you can ask intelligent questions.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO LISTEN AND ASK QUESTIONS IN CLASS.
TIME: 2-30 MINUTE SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 4
MATERIALS: WORKSHEET - "SITUATIONS"

"DEVELOPING GOOD LISTENING SKILLS"

INTRODUCTION: Students need to learn that good listening involves hearing, understanding, and assessing the important details of what has been said.

PROCEDURE:

1. Play the "gossip" or "telephone" game:

   Divide the class into groups of about six students. Call the first person from each group up and whisper a message. (Example: I'm having a birthday party at 4 p.m. on Thursday.) This person then whispers the message to the next person in the group and it is passed on. When it gets to the last person, have him/her say the message aloud and see which group had the message intact.

   Discuss the topics for good listening:

   a) Remind yourself of what has already been said while you listen. You must understand what is being said "now" fits in with what was said "before".
   b) Learn to read between the lines. Is there something the speaker is hinting or saying indirectly?
   c) Be sure to feel free to ask questions to clarify what is being said.
   d) Don't try to judge what the person is saying until he has said everything he has to say. Listen first and evaluate later.

e) To verify what others have said, you can repeat in your own words what you think they said.

f) When there is something you need to remember that is being said, take notes. Note taking brings the speaker's message back whenever the facts are needed.

2. Read the following absurd statements and have the students discuss the reasoning behind the correct answers. Explain how careful listening is the key to knowing the correct answers.

   a) Why can't a woman living in Lexington, Kentucky be buried west of Mississippi?
   b) A farmer in Montana had forty sheep. In a blizzard, all but nine died. How many does he have left?
   c) Is it legal in California for a man to marry his widow's sister?
   d) Some months have 31 days; some have 30. How many have 28?
   e) A plane crashed on the border between the United States and Mexico. In fact, it was right in the middle of the Rio Grande. In which country would the survivors be buried?

   Answers to above:

   a) A woman living can't be buried.
   b) Nine
   c) A man who has a widow is dead.
   d) Twelve
   e) Survivors are alive.

3. Read the "Situations" worksheet to the students. Ask the students to listen carefully for important details in the story. Ask students to answer the questions orally or on scrap paper.
4. Ask students to evaluate how well they did, and why they failed to hear or remember all the important information. Discuss how the "tips for good listening" would help them remember better.

OBSERVATION NOTES

Watch for students who are having difficulty listening carefully and provide additional practice for them.

SITUATIONS

Situations A: We are all witnesses to an automobile accident. Listen carefully as I read to you what we have all "seen".

We were all standing at the intersection of South Street and East Avenue in Turner's Falls, Missouri. It was late in the morning. A blue sedan, carrying only a driver, stopped, signaled and made a right turn from South Street onto East Avenue. A four-axled truck raced into the intersection on East Avenue without bothering to obey the stop sign.

The truck caught the side of the sedan's front bumper. The sedan spun into a fire hydrant, breaking the hydrant in two. A flow of water came rushing out from the hydrant stump, and the neighborhood children were soon splashing in the water on this hot July day.

Questions:

1. What color was the car?
2. In what month did the story take place?
3. What part of the sedan was hit?

Situation B: We are all witnesses to a bank robbery. Listen carefully as I read to you what have all "seen".

At 1:00 p.m. we were standing in the lobby of the Second National Bank in Columbus, Ohio. Three persons dressed in clown outfits with faces painted white skipped into the bank. Each wore the same costume, except that one has a red hat, another a green one, and the third, a yellow one.

The clown with the red hat went to the teller at the last window while the other two clowns juggled two oranges in the middle of the bank. Then the clown with the yellow hat began to shout advertisements for the circus. The clown with the green hat went from person to person selling tickets until the bank manager came out to chase the two of them away. By the time he got both clowns out through the revolving doors, the clown in the red hat had also disappeared.

A minute later the bank manager walked to the last window. He found that the teller had fainted and the $5,000.00 was missing from her drawer.

Questions:

1. In what state did the story take place?
2. What were two clowns juggling?
3. Which clown stole the money?
4. How much money was missing?

Situation C: Joe Jaramillo grumbled and rubbed his eyes. The clock on his nightstand read 4:08. . .4:08 on a Sunday morning. A phone call had awakened him moments before, and a faraway voice had told him to come down to the bank right away.

Bracing himself for the violent assault on his eyes, Joe turned on the light. "Those are the breaks," he thought. "You have to expect this sort of thing when you're a systems analyst. All my work involves computers, and computers can't be kept waiting. It's no big deal to be awakened in the middle of the night. I have to be available 24 hours a day. All part of the job."

Questions:

1. When did Joe wake up?
2. What kind of work does Joe do?
3. What kind of machine does Joe use at work?
4. Would you like a job in which you might be called in the middle of the night?

Area III- Category J- Competency 25

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO LISTEN AND ASK QUESTIONS IN CLASS.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEETS REFERENCE: JOPLIN SCHOOL DISTRICT

"HOW DO I LISTEN?"

INTRODUCTION: This lesson will help students to evaluate how well they listen and give them ideas on ways to improve their listening skills.

PROCEDURE:

1. Ask the students for suggestions that would make them a better listener. Write several on the chalkboard.
2. Distribute copies of "How Do I Listen?" checklist and allow the students time to complete it.
3. Encourage the students to share their answers with the class.
4. Tell the students they are going to do a listening exercise.
5. Ask the students to turn their checklist paper over and write their answers on the back. Read the "Paragraph Summary" sheet and ask the questions at the end.
6. After the students have completed their answers, read the answers and allow the students to check their answers or exchange papers.
7. End the lesson by summarizing how important listening is in the classroom. Suggest that trying their best on numbers 2-8 and 10 on the checklist will make them better listeners right away.

OBSERVATION NOTES

Make note of any students who have trouble with listening skills. These students may need individual help in this area.

HOW DO I LISTEN?

A SELF-EVALUATION CHECKLIST

		Usually	Somtimes	Occasionally	Almost Never
1.	Do I concentrate on what is being said in every communication throughout the day?	------	-------	-------	---------
2.	Do I look at the speaker?	------	-------	-------	---------
3.	Do I listen for at least one new idea in every conversation?	------	-------	-------	---------
4.	Do I listen openly to the other person's view?	------	-------	-------	---------
5.	Do I pay attention to words, tone of voice, and body language to fully understand the message?	------	-------	-------	---------
6.	Do I ask questions if I don't understand?	------	-------	-------	---------
7.	Do I make a real effort to avoid distractions and daydreaming when I listen?	------	-------	-------	---------
8.	Do I listen for main ideas?	------	-------	-------	---------
9.	Do I think about what I'm hearing to evaluate ideas?	------	-------	-------	---------
10.	Do I pay attention the first time when I hear directions?	------	-------	-------	---------
11.	Do I review what I hear?	------	-------	-------	---------
12.	Do I spend quiet time each day listening to myself?	------	-------	-------	---------

My best listening habit is______________________________

The listening habit I most want to change is__________________________ .

PARAGRAPH SUMMARY

At 3:11 p.m. a car was being driven down Broad Street. The driver, a young man aged twenty-five, was wearing brown shoes, green socks, and had a cigar sticking out of one corner of his mouth. As he approached the intersection of Broad and Main streets, an old lady suddenly attempted to cross the street just as the light turned green for our young man. The lady was dressed in a purple dress with black polka dots on the skirt. She stopped for a moment when she saw the car coming, then continued to cross the intersection.

The car hit her hip with the right front fender, very lightly. An ambulance was called right away by a policeman (aged thirty-two) who was standing on a street corner and saw what had happened. They took the lady (Mrs. Mary F. Brown) to the emergency room of nearby St. Peter's Hospital, where the doctor said she was okay. Nothing was broken, nothing scratched. Upon hearing this, the old lady immediately called her daughter to come and get her. She also told her daughter that she was not hurt, but that she did have an accident.

1. What time did this accident happen?
2. What were the names of the streets?
3. Describe the driver of the car.
4. What do you remember about the lady?
5. What happened after the accident?

Area III- Category J- Competency 25

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO LISTEN AND ASK QUESTIONS IN CLASS.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: A SHORT STORY OR POEM TO READ TO THE CLASS AND A COPY OF "DO YOU LISTEN WELL?"

"DO YOU LISTEN WELL?"

INTRODUCTION: Students who develop good listening skills will more likely get better grades. This lesson will focus attention on ways to be a better listener.

PROCEDURE:

1. Tell students that they are going to do a lesson on improving their listening skills and asking questions in class.
2. Ask students for their ideas of how to be a good listener - you might list these on the board.
3. Start a cumulative story with each student adding a new word or two until you give each student a turn. For example, you might say,"I went to the store to buy a snack." The next person will repeat what has been said before and add a new word. Each new speaker can take the story in any direction he or she pleases, but he or she must start by repeating what has been said before.
4. Before reading a story or poem to the class, write the following on the chalkboard:

    a) What does the title of the reading tell us?
    b) What moral or concept is the story or poem trying to teach?
    c) Describe the characters in the story or poem.
    d) How do you predict (Explain the word "predict" as meaning what one believes will happen) the story will end?

Then read the story, asking students to listen carefully to answer the questions. After the selection has been read, discuss the items: a-d above. For item: d, stop reading the selection before reading the end. Give students a chance to predict the story's conclusion.

5. Divide your students into two groups. Read a list of animals and fruit to the group. One team is to remember only the animals, another team only the fruit. See which group heard the largest number of objects for which they were listening.
6. Try a mock telephone conversation between two students with both of them talking at the same time. Realizing how difficult it is if both parties talk at the same time. Someone must listen and respond to what the speaker is saying!
7. Hand out a copy of "Do You Listen Well?" to each student, allow them to complete the worksheet.
8. Discuss the points 1-10 and how each is important to being a good listener.

OBSERVATION NOTES

Watch for students who have difficulty listening. These students may need additional practice to develop better listening skills.

DO YOU LISTEN WELL?

How many of the following can you say YOU do? Check your answers.

_____1. Listen to all people as they talk.
_____2. Look at the speaker as he/she talks.
_____3. Keep quiet as others speak.
_____4. Stop whatever you are doing when someone speaks.
_____5. Listen the first time something is said.
_____6. Listen to the rules of the game before you start to play.
_____7. Wait to speak until everyone is ready to listen.
_____8. Gain ideas in a group by listening to everyone's viewpoint.
_____9. Think before speaking.
_____10. In an emergency, do you listen for instructions?

How many of the sentences did you truthfully check above?

There were ten statements. If you checked:

9 or more statements- You are a very good listener.
6-8 statements- You are an average listener and should keep trying.
5 or less statements- You are not a good listener. The activities in this lesson are important for you.

Area III- Category J- Competency 26

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO ORGANIZE MY CLASS AND HOMEWORK MATERIALS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: NONE

"LET'S GET ORGANIZED"

INTRODUCTION: This lesson gives an introduction to basic time organization and task-approach strategies. Some students do these things automatically but many require explicit instruction.

PROCEDURE:

1. Orient your class to the need for developing organization skills by characterizing two opposite kinds of students. The first is organized and effective. The second is scatter-brained and ineffective. Both have good ability and good ideas. However, it is the first person's organizational ability that allows the person to be effective.
2. Direct the class in brainstorming a list of organizational skills they now use. Encourage students to respond by explaining that many of the ways they organize their time and materials may be automatic or plain common sense. Point out such things as using a backpack to carry books and a binder to hold papers and materials will help the student be organized.
3. Direct the class to think about the previous night's activities and homework.
4. Teach the skill of "chunking" to facilitate time management. Explain that one of the difficulties in planning is knowing how long an assignment will take. One effective way of organizing yourself for a large task is to divide it up into chunks. For example, a math assignment with 30 problems could be divided up into (six) 5-problem chunks. The student can time the first chunk and then effectively estimate the time needed for the entire assignment. This technique can also be used to maintain momentum and motivation through an assignment by timing each successful chunk.

5. After teaching and modeling the technique, give students an assignment and allow them to apply the technique.
6. Conclude by re-emphasizing the need for effective organizational skills.

OBSERVATION NOTES

Take note of students requiring one-on-one direction or follow-through with these techniques.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO ORGANIZE MY CLASS AND HOMEWORK MATERIALS.
TIME: 25 TO 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4
MATERIALS: CHALKBOARD; PENCILS AND PAPER FOR EACH GROUP
REFERENCE: ARCHER AND GLEASON

"HOW SHOULD YOUR PAPER LOOK?"

INTRODUCTION: The appearance of student work has a powerful effect on how teachers view the student. Thus every effort should be made to teach children the attributes of an attractive paper. This lesson will teach about headings, organization, and writing neatly.

PROCEDURE:

1. Explain to students that it is important to turn in neat, organized assignments. Today's lesson will teach one way to organize a paper. This model may be used the rest of the year.
2. On the chalkboard write the following list:

HOW should your paper look?
H = HEADING
  a) Name
  b) Date
  c) Subject
  d) Page number if needed
O = ORGANIZED
  a) On the front side of the paper
  b) Left margin
  c) Right margin
  d) At least one blank line at the top

  e) At least one blank line at the bottom
  f) Good spacing

W = WRITTEN NEATLY

  a) Words or numbers on the line
  b) Words or numbers written neatly
  c) Erasing and crossing out neatly

3. Discuss each section with the students and guide them through setting up a paper correctly. Show the students several examples of good papers.
4. To conclude the lesson, ask the students to name the three important steps in organizing a neat paper. Why is it important to turn in neat, organized assignments?

OBSERVATION NOTES

Students who continue to turn in messy, disorganized papers may need individual attention.

Area III- Category J- Competency 27

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY:	I CAN TAKE GOOD NOTES.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	4-6
MATERIALS:	NONE		

"HOW TO TAKE NOTES FROM ORAL INFORMATION"

INTRODUCTION: Good note taking is essential for success in school as well as in every day life situations.

PROCEDURE:

1. Discuss the difference between oral and written information.
2. Talk about the steps involved in taking notes from oral information. A) Listen carefully, B) Write down key words and phrases, C) Use your own words, D) Keep your notes brief, E) Revise them if necessary.
3. Read the following messages A-D to the students. Explain that they are to listen carefully and write the important facts from the messages that you read.

Message A:	Tell Mr. Jackson that his wife will be two hours late getting home from work and that he needs to pick his daughter up at Adams School by 3:00 p.m.
Message B:	All fourth, fifth, and sixth grade students interested in joining the pep club, report to the gym at 2:00 p.m. on Tuesday.
Message C:	Before you can go to the dance, you must go to the store and pick up a loaf of bread and a pound of paste wax. Then you will have to dust your room and take out the trash. Then you will need to polish your shoes and iron your clothes. If you are not in by 10:00 p.m. you will be in trouble. Love, Mother
Message D:	This is John Doe. I am in charge of hiring cheerleaders for the Football Cardinals Big Red Line. Please tell Bill Smith and Freida Johnson that they have been accepted. They need to get in touch with me by 4:30 p.m. tomorrow or I will

find someone to replace them. My number is 555-2349. They need to have tennis shoes and warm-up suits to report to practice. The first practice will be next Tuesday at Sun Devil Stadium at 5:30 p.m.

OBSERVATION NOTES

Identify the students who are having difficulty taking notes from the messages. Work with them in small groups.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I CAN TAKE GOOD NOTES.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEETS: "NOTE TAKING" AND "NOTE TAKING PRACTICE"

"HOW TO TAKE NOTES FROM ORAL AND WRITTEN INFORMATION"

INTRODUCTION: Good note taking is essential for success in school as well as every day life situations.

PROCEDURE:

1. Review the difference between oral and written information.
2. Talk about the steps involved in taking notes from written information.

   a) Read the material carefully
   b) Look for key words and phrases
   c) Use your own words
   d) Keep your notes brief
   e) Revise them if necessary

3. Distribute one or both of the worksheets depending on the ability of the students and have the students practice taking notes.

OBSERVATION NOTES

Watch for students who are still having difficulty taking notes and give them extra practice individually or in small groups.

NOTE TAKING

It is impossible to remember all the information that you see, hear, and read each day. To help remember information you may need to know later on, it is wise to take notes. Note taking is an important tool for learning, studying, and reporting.

Here is a note card on wild flowers. A student did it for a science project.

From: Favorite Wild Flowers
By: Margaret Dietz
Pages: 193-195
Morning Glories

-75 species including sweet potato
-bell shaped
-pink, white, blue or purple in color
-blooms in summer and fall

This is a good example of a note card because it shows:

1. where the information was found
    a) the source
    b) the author
    c) the page number
2. the topic
3. the important facts

Also, the student wrote the notes neatly and clearly, in his own words. The notes are short and to the point. When the student looks back at his notes, he'll know exactly what he wanted to remember.

Pretend you are gathering information for a project on rainstorms. Read this newspaper article about the severe rainstorms in California. The article appeared on page 200 of the Sun Ray Press newspaper.

CALIFORNIA STORM WORST IN CENTURY

LOS ANGELES, Feb. 11-Californians will long remember Feb. 10, 1979. It is the day on which one of the most destructive storms ever to hit Southern California swept across the state. The storm destroyed millions of dollars worth of property. The fierce storm sent torrents of water and mud throught city streets and suburban canyons, washing away roads, bridges, cars, and homes. It ripped boats loose from moorings, battered and sank them, smashed piers, and closed the ports of Los Angeles and Long Beach. The storm drove an estimated 700 persons from houses destroyed or damaged by rivers of mud. The storm capped what has become the second wettest winter in Los Angeles history, second only to the soggy season of 1989-90. The rainfall to date has been almost 19.9 inches. This is more than twice the normal 8.5 inches.

After reading the newspaper article above, jot down some important facts on a note card.

NOTE TAKING PRACTICE

Read each paragraph carefully, then fill in the blanks in the note column.

1. Computer Programmers-Computers can process vast quantities of information rapidly and accurately but only if they are given step-by-step instructions to follow. Because the machines cannot think for themselves, computer programmers must write detailed instructions called "programs" that list in a logical order the steps the machine must follow to organize data, solve a problem or do some other task.

2. Long Distance Truck Drivers-At all hours of the day and night, big trucks travel along the turnpikes and highways carrying goods between terminals that are miles apart. Behind the wheel are the top professional drivers. They drive the largest and most expensive equipment and receive the highest wages of all drivers.

1. Notes on Computer Programmers

Computers can process______________ rapidly and accurately, but only when given________________________ . Machines cannot_______________ for themselves _______________ ____________ must write______________ called _________________ . The machine organizes_________________, solves________________, or does other tasks.

2. Notes on Long Distance Truckdrivers

Big truck drivers travel the _________________ and ______________ carrying goods for ______________________ . Behind the wheel are the top___________________ ____________________ . They drive the____________________ and most ________________equipment. They receive the highest _________________ .

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY:	I CAN TAKE GOOD NOTES.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	4-6
MATERIALS:	WORKSHEET-"HELP WANTED" AD		

"NOTE TAKING SKILLS"

INTRODUCTION: Readers and listeners must be able to distinguish between important and unimportant information. This lesson will help them understand the importance of taking notes and give them some practice.

PROCEDURE:

1. Discuss the following questions with the students.

   a) Why is notetaking a valuable skill to learn?
   b) When and where would you use this skill?
   c) How can you decide what is important/unimportant in written and oral material?

2. Use the activity sheet "Help Wanted". Ask students to identify important information in the ad, giving their reasons. Summarize and limit to the five most important facts.

OBSERVATION NOTES

It may be helpful to extend this activity with other ads that are similar, especially if the group has difficulty selecting the important facts.

HELP WANTED

Read the "Want Ad" below and see if you can determine which facts in the ad are most important.

Here's a job for you! You'll like working in Donut Heaven, because the fresh donuts smell so good when they are being made. Donut Heaven is located on Washinton and Maple. We need a hard working young person to work here this summer on weekdays from 7 a.m. to 1 p.m. Once in a while you might have to work on Friday or Saturday night from 6 p.m. to 9 p.m. The starting pay is $3.00 per hour. You must be at least fourteen to apply for this job. There is a bus stop right on the corner, so it's easy to get here. We need someone to clean the counters, sweep the floors, pick up trash and other duties. Later on we'll need a new person at the sales counter, so you will have a chance to be promoted to a higher paying job. If you think you'd like to work here, call Mr. Jones for an appointment, 555-5292, on Monday or Tuesday after 6:00 p.m.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO START AND FINISH MY ASSIGNMENTS WELL.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 5-6
MATERIALS: WORKSHEETS

"IMPROVING ASSIGNMENTS"

INTRODUCTION: Students frequently have difficulty getting organized to do a good job on assignments. This lesson will give them some ideas to help students start and finish assignments well.

PROCEDURE:

1. Brainstorm with the students several ideas of how to improve their grades on assignments by starting and finishing assignments well.
2. Distribute the "Improving Assignments" handout to the students.
3. Discuss each idea and the importance of completing assignments.
4. Ask students to complete the Study Habits Inventory handout.
5. Allow the students to discuss study habits which they are having problems with and offer suggestions for improving.
6. Ask the students to try the suggestions from this lesson this week and report any progress or changes to the class next week.

OBSERVATION NOTES

Be alert for students who say they have a great deal of difficulty starting and finishing assignments well. These students may need individual help to improve study habits.

A KEY TO IMPROVING ASSIGNMENTS

1. Keep an assignment book. If you get mixed up and do the wrong homework or if you forget to study for a test, your grades are going to show it. Develop the habit of keeping a daily assignment notebook. Write down everything you need to remember. This way, you will always know exactly what you need to do.

2. Learn to follow directions. Some students get low grades simply because they don't follow directions. Read all directions carefully, especially on a test. Also, learn to be a careful listener. When the teacher explains an assignment, pay close attention. If you still don't understand what you are expected to do, ask again and write it down.

3. Write neatly and accurately. Remember your teachers see your homework papers as a reflection of your ability and attitude. Sloppy papers make you seem like a sloppy thinker. Take pride in your work! Aim for quality!

4. Learn to check over work before turning it in. Spend a few minutes proof-reading your homework papers or tests before turning them in. Learn to catch your own errors. Learn to use the dictionary if you have trouble correctly spelling words correctly.

5. Learn to manage your time. Learn to use your spare time effectively. Put that class study time to use, don't waste it.

6. Assume responsibility for your own actions. Do you blame your teachers for low grades? Forget it! No one else is responsible for your failures or successes but YOU. Going to school is like having a job. You attend each day and give it 100% effort to learn the most.

7. Aim for success. Everyone wants to be successful at school. Why do you want to earn good grades? When you start thinking you can be successful at school, you will be.

STUDY HABITS INVENTORY

How do you rate in study habits? Taking an inventory will help you to find out. Your special inventory will point out your good study habits and serve as a master plan to improve on poor study habits.

This survey is NOT a test. It has no score and you will not be graded. Answer the quesions truthfully by placing a check in the appropriate column. Discover how many good study habits you have. Chances are you'll surprise yourself.

Before studying, I:		Always	Sometimes	Never
1.	Make sure that I have enough energy to do the job right.	------	-------	------
2.	Keep an assignment book for homework instructions.	------	-------	------
3.	Make sure that I have enough sleep at night.	------	-------	------
4.	Keep a daily study plan.	------	-------	------
When studying, I:				
1.	Work in a reasonably quiet room.	------	-------	------
2.	Have the materials I need (such as: books, notes, pencils, assignments).	------	-------	------
3.	Find a place with good lighting, a desk and chair.	------	-------	------
4.	Work without interruptions such as the telephone or friends visiting.	------	-------	------
5.	Take a break for at least five minutes for every half to one hour of study.	------	-------	------
6.	Start my assignments quickly and without trouble.	------	-------	------
7.	Work steadily without daydreaming.	------	-------	------
8.	Have a method of study.	------	-------	------
9.	Plan to complete and hand in my assignments on time.	------	-------	------
10.	Prepare for a test a few days before I take it.	------	-------	------

11. Check over quiz papers or pre-tests for errors. ------ ------- ------

12. Keep a dictionary available to check spelling errors or word meanings. ------ ------- ------

13. Skim through a chapter of a book before I read and study it. ------ ------- ------

14. Reward myself after study by allowing time for exercise or social activities. ------ ------- ------

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO START AND FINISH MY ASSIGNMENTS WELL.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: SELF-EVALUATION SHEET AND GOOD WORK HABITS SHEET

"HELP YOURSELF"

INTRODUCTION: This lesson will help students be aware of some good work habits and give them some ideas of how they might improve their performance on schoolwork.

PROCEDURE:

1. Hand out the Self-Evaluation Sheet.
2. Ask students to place a check mark in the appropriate box as each question is read.
3. Read each question aloud, explaining to the students that each of these items are things that are good work habits. The object for the students is to determine which habits they have already developed and which habits could use improvement.
4. After completing the questions, ask students to write a list of habits for improvement on the "Good Work Habits Sheet."
5. Instruct the students to keep the good work habits sheet as a reminder of what habits they need to improve. Each day they should set a goal for improving at least one habit.

OBSERVATION NOTES

Go through the Self-Evaluation and review their answers to determine whether a study skills group would be helpful.

WORK HABITS
SELF-EVALUATION

Place a check mark in the appropriate box for each of the work habits. Rate yourself truthfully.

	Very Good	Good	Need to Improve
1.Listen in class.			
2.Organize my desk and materials.			
3.Write down assignments.			
4.Use a calendar for long-range assignments.			
5.Take notes and use them for review.			
6.Use reference materials and dictionaries.			
7.Budget my time for studying.			
8.Take my assignments and books home.			
9.Do not put off doing my assignments for as long as possible.			
10.Review for tests by reading notes, asking others to quiz you and quizzing yourself.			
11.Spend time to memorize when needed.			
12.Read all assignments carefully and read over when necessary.			
13.Have a special book or section of your notebook to keep assignments.			
14.Have a folder with pockets for keeping handouts and pencils.			
15.Before going to bed, set all school supplies together to be ready to go.			
16.Complete all assignments on time.			

GOOD WORKING HABITS
IMPROVEMENT SHEET

Write down which work habits you are improving and mark under the day each time you do something to improve that habit. Each time that you do something to improve that habit, place check mark under that day of the week. This will help you keep track of how much you are improving.

Habits I'm Improving: Mon. Tues. Wed. Thurs. Fri.

1.____

2.____

3.____

4.____

5.____

6.____

7.____

8.____

Some helpful hints:

-Study the hardest subject first.
-Do the easiest assignment last.
-Take short breaks but only after finishing each assignment.
-Organize materials before starting.
-Turn off the TV and keep any music low.
-Review your classroom notes before starting the assignment.
-Read the directions carefully before starting.
-Reward yourself by planning future goals that you can look forward to doing.

Example of these goals might be:

-"When I finish I can. . .(go bike-riding, watch a favorite TV show or play with my friends).

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO START AND FINISH MY ASSIGNMENTS WELL.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	4-6
MATERIALS:	NONE		

"HOW TO STUDY"

INTRODUCTION: Although students need to develop their own style of study, certain basic study skills and habits are necessary to be successful students. Most students who do poorly in school do not achieve because they only "half-listen" to what the teacher says. In a very short time the students start day dreaming, playing around, talking, or going to sleep. As a result, they hear only pieces of the content of teaching materials presented to them. When it then becomes time to do homework or prepare for tests, it is impossible for them to do this effectively due to inadequate preparation.

PROCEDURE:

1. Explain that a study skill is a technique or method used to learn, while a study habit is a routine that you follow regularly.
2. List the following benefits that are derived from using proper study skills and study habits.

   a) Improvement in the quality of work
   b) Enjoyment from work
   c) Pleasure in mastering difficult work and new interest in work
   d) Fewer worries as the student becomes more efficient

3. Discuss the following ways in which a person learns:

   a) Most students learn in a variety of ways:

      1. through visually seeing demonstrations or audio-visual aides
      2. through hearing (where we listen to what the teacher is saying)
      3. through kinetic learning (where we make motions with our hands or arms)
      4. through the sense of touch (we learn differences in texture, consistency, weight)

   b) Emphasize that repetition is also one of the primary methods of learning. Repeating what we have learned is one of the most effective ways of learning and committing material to memory.

4. To function efficiently in a classroom and/or study situations, discuss the following suggestions with the students:

   a) Listen carefully and pay attention.
   b) Take notes.
   c) Ask questions (forcing the student to think and to formulate questions).
   d) Watch and follow carefully any visual aids during a teacher's presentation.
   e) Immediately after class, fill in the gaps and empty spaces in the notes that have been taken during the class period.
   f) Study and think about your notes each night.
   g) Review all notes from the beginning of the semester at least once a week.
   h) Make a list of questions not understood so that students can ask the teacher for clarification.
   i) Study for tests at least four days ahead. This is the time when material should be organized and memorized.
   j) Do not study or try to memorize the night before a test; just review class notes.
   k) Get a good night's sleep the night before an examination so that one is well rested when it is time to take the test.
   l) Read over notes carefully before going to school the day of the test.
   m) Eat a well-balanced meal the day of the test (don't over-eat).

OBSERVATION NOTES

The leader should listen for any student who expresses test anxiety. These students could be seen individually or in a group to discuss ways of handling feelings of anxiety over taking a test. The students may be interested in making a chart on the ways to study for a display in their classroom.

Area III- Category J- Competency 29

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO DO MY BEST ON TESTS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET - "DOING YOUR BEST"

"PREPARING FOR TESTS"

INTRODUCTION: The knowledge of how to prepare for tests will help the student now and in the future: through middle school, high school, and on into college.

PROCEDURE:

1. Discuss short term and long term preparation for taking tests. It is important that students do the following things daily in preparation for the test day. Long term preparation involves:

    a) Taking notes in class. You will need to write down important information given by the teacher.
    b) Underlining the key words in your notes.
    c) Doing your homework carefully. Ask questions before the test on anything that is not clear in class.
    d) Always correct your mistakes and understand why they were wrong.

2. When you know that a test is coming up, prepare for it by using the following tips. This is the short term preparation:

    a) Know what type of test you will be taking.
    b) Plan ahead. You should set some time aside each day to study in order to get the best results.
    c) Try to predict the question that you would ask if you were the teacher.

d) On the day before the test, you should go over all of your notes.
e) Always get plenty of rest the night before the test.
f) Make sure to eat a good breakfast the day of the test.

Distribute the activity sheet, "Doing Your Best." Discuss the statements with your students. Then ask the students to change the false statements into true ones on a separate sheet of paper.

OBSERVATION NOTES

Watch for students who seem disinterested. Check the students' test scores and grades to see if this disinterest is due to the student having good abilities in the area and not needing this instruction or if he/she does indeed need more help, perhaps on an individual basis.

DOING YOUR BEST

Read each statement about test-taking below. If the statement is true, circle T. If the statement is false, circle F. Change all the "false" statements into "true" statements.

T F 1. Take notes on what your teacher says during the weeks before the test.

T F 2. Underline key words as you read your assignments.

T F 3. Do homework on the evenings only if you feel like it.

T F 4. Save all of your studying for the day before the test. Then it will all be fresh in your mind.

T F 5. Try to think of which questions will be asked on the test.

T F 6. Never study with a friend.

T F 7. Always stay up late the night before the test.

T F 8. On the day of the test, tell yourself you will not do well.

T F 9. Try to be calm and tell yourself that you will do the best that you can.

T F 10. Don't bother to listen to directions given by your teacher.

T F 11. Look over the whole test first.

T F 12. Always spend the same number of minutes on each question.

T F 13. Answer every question unless wrong answers count against you.

T F 14. Look for clue words.

T F 15. Review your test before handing it in.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO DO MY BEST ON TESTS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET-"IDENTIFYING TESTS"

"EASY STEPS FOR IMPROVING TEST SCORES"

INTRODUCTION: When taking a test, there are several things students can do that will make it easier and help them achieve better grades.

PROCEDURE:

1. Brainstorm with the students ideas regarding what needs to be done on a test day. Organize their ideas under the following topics:

    a) Before the test: 1) come to school on time, 2) have enough materials, and 3) make yourself comfortable.

    b) During the test: 1) preview the test, 2) begin to work immediately and work without stopping, 3) arrange your time, 4) answer the easy questions first, 5) look for clue words in the questions, and 6) review your test before turning it in.

2. Discuss the types of tests. List them on the board.

    1. Objective test: True-or-False, matching, multiple choice, and fill-in-the-blank.
    2. Essay test: Outline, describe, compare, define, explain, name, and discuss.

3. Ask: Do you prepare differently for different types of tests? Which are easiest for you? Why? Which require very careful reading? Which require good writing ability?

4. Ask students to complete the attached worksheet either individually or in groups. Discuss the answers when they are finished.

OBSERVATION NOTES

Be alert for students who indicate some anxiety about test-taking. Work with them individually or in small groups.

IDENTIFYING TESTS

Directions: Read each test item below. If it is part of an objective test, write Objective and tell what kind of test item it is. Remember the kinds of Objective Tests:

True or False   Matching   Multiple Choice   Fill in the Blank

If it is an essay question, write Essay and underline the first word of the question. Remember the words used in Essay Tests:

Name   Outline   Define   Explain   Describe   Discuss   Compare

Type of Test:

Objective
Fill in the Blank 1. The capital of Missouri is________________ .
_____________ 2. Explain the reason we should always do our best in school.________________________ .
_____________ 3. ___________courteous   a. low noise
___________glad   b. polite
___________growl   c. happy
_____________ 4. The capital of the State of Illinois is_________________ .
_____________ 5. Success in school is my most important business. Circle: True or False
_____________ 6. Describe a chocolate fudge sundae.
_____________ 7. Compare the two boxes of crayons.
_____________ 8. Define the word success.
_____________ 9. Name the oceans that touch the U.S.A.
_____________ 10. You can make the color green by mixing:
________red and yellow
________blue and red
________blue and yellow

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO DO MY BEST ON TESTS.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	4-6
MATERIALS:	WORKSHEETS		

"TAKING A TEST"

INTRODUCTION: This lesson stresses in a "fun way" the importance of following directions.

PROCEDURE:

1. Distribute the "Fun Test". Ask the students to remain silent, follow directions, and raise their hand when finished
2. Ask students who did only items 1-2 to raise their hand. Discuss why it is important to do exactly what directions say.
3. Distribute copies of the "Chapter 6-Test". Ask the students to look at the matching section. Discuss what one needs to do to study for matching. Have at least one term which is unknown to everyone. Discuss how to go about solving that item - look at plurals, marking the margin so that you may come back to it later. Discuss drawing a line thru the number of the item so that it can still be seen in case you need to change it.
4. Look at the Completion/Fill in the blank part of the worksheet. Discuss how these items are:

    a) hard to guess.
    b) require study in most cases prior to taking the test.
    c) usually require memorization.

5. Look at the "Short Answer/Essay Questions". Ask the students, "How many lines should be filled up if you want the teacher to give you an A, B, C, D or F?" Discuss outlining the main points:

a) Introduction
b) Major Point:
    Fact one to support point
    Fact two to support point
    Fact three to support point
c) Second Major Point:
    Fact one to support point
    Fact two to support point
    Fact three to support point
d) Summary

6. Discuss writing in complete sentences.
7. Discuss the difference between a general idea and an opinion and why these are important to understand when answering an essay question.
8. Have students in small groups take the test. Collect and "grade" the tests if time permits.

OBSERVATION NOTES

The leader may wish to substitute for the "Chapter 6-Test" provided in this lesson. You may also wish to start with this and provide more practice with other materials you have on hand.

FUN TEST

Name______________________________ Date______________________

FOLLOW DIRECTIONS CAREFULLY

Time limit: 4 minutes

1. Read this entire sheet before doing anything on it or to it.
2. Put your name in the upper left hand corner of this paper.
3. Circle the word "name" in instruction number two.
4. Draw four small squares in the upper right corner of this paper.
5. Put an "X" in each square.
6. Write your first name under the title of this paper.
7. Put a circle around each square above.
8. After the title of this paper, write "YES, YES, YES."
9. Draw a circle around instruction number eight.
10. Put an "X" in the lower left hand corner of this paper.
11. Draw a triangle around the "X" you just put down.
12. On the reverse side of this paper multiply 904 by 777.
13. Draw a rectangle around the the word "paper" in instruction number four.
14. On the reverse side of this paper add 7980 and 8504.
15. Put a circle around your answer.
16. Draw a sketch of your instructor on the back of this paper.
17. Punch a hole in the top of this paper with your pencil point.
18. Disregard all instructions except number one and number two.

STOP! PLEASE REMAIN SILENT!

Number Correct____________

CHAPTER 6-TEST

THE ISLAMIC EMPIRE

MATCHING QUESTIONS:
Column A contains five vocabulary words. Column B contains definitions of the words. Match the correct definition to each word. Write the letter of your answer in the space in front of each number. You will not use every definition.

	COLUMN A		COLUMN B
___1.	caliph	a.	messenger sent by God
___2.	caravan	b.	holy war
___3.	jihad	c.	Muslim temple
___4.	mosque	d.	a type of banking
___5.	prophet	e.	Muslim leader
		f.	group or people traveling together

Sentence Completion Questions:
Read the story about the Muslim religion. Fill in the blanks with the corrects words to make the story accurate.

In 610, a prophet named (6.) ___________________ preached to the people of Mecca that there was only one God. The word for God in the Arabic language is (7.) _______________ . The name of the religion that the prophet preached is (8.) _____________________ . Muslims believe that Moses and Jesus were (9.) ___________________ sent by God. The holy book of the Muslims that contains the prophet's teachings is called the (10.) _________________________ .

Sentence Completion Questions:
Complete each sentence by writing in the correct word or phrase in the space provided.

11. The name of the holy city of the Muslims is ________________ .

12. The Muslim religion was started in the country named
___________________ .

13. Mu'awiya was a caliph who wanted to unite the Islamic Empire by building a strong central _______________________ .

14. The captial of Islam during its golden age was named ____________________ .

15. The group that brought the Islamic Empire to an end in 1055 was named the ____________________ .

SHORT ANSWER QUESTIONS:
Write the correct answer to each question in the space provided.

16. Why did Muhammed's wife have to hire him to do her business?
____

What are three teachings that Muslims believe?
17. ____
18. ____
19. ____

20. What are three goods that Arab traders introduced to Europeans for the first time?
____

ESSAY QUESTION:
Answer the question in the space below. If you need additional space, write on the back of this page. Use complete sentences.

How did the teachings of Islam help Muslims to build an empire?
____
____
____
____
____
____
____
____
____

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT MIDDLE/JUNIOR HIGH SCHOOL

COMPETENCY: I UNDERSTAND THE CHALLENGES I MAY HAVE IN MIDDLE/JUNIOR HIGH SCHOOL.
TIME: 2 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 6
MATERIALS: A BOX TO RECEIVE ANONYMOUS QUESTIONS, MIDDLE SCHOOL STUDENTS FOR A PANEL

"MIDDLE/JUNIOR HIGH SCHOOL QUESTION BOX"

INTRODUCTION: Sixth graders have many questions regarding Middle/Junior High School. In the traditional question and answer format, many students may feel their question is too dumb or obvious. This question box format generates most of the significant questions and allows the teacher to add any that may not have been asked.

PROCEDURE:

1. Cover a small box with colorful paper. Paste or draw on lots of different sized question marks. Make a good sized slot in the top in order to allow students to drop in their questions.
2. Explain that many sixth graders have different questions about middle/junior high school. This first class period is the time we are going to ask any questions anyone has about ANY aspect of middle school. No question has to be signed. No question is too small. No one will know who asked which question.
3. Ask students to use their brainstorming skills to get out any and all questions. Ask each student to try to write at least five questions.
4. Explain that you will get all the questions together and at the next session each student will get the list and the answers will be discussed.
5. Go through the questions and make a list. Add any that should be addressed. Ask a middle/ junior high school colleague to check the list to be sure all important topics are covered.
6. Duplicate the list for each student.
7. At the second meeting bring a panel of three or four middle school/junior high students to discuss the list of questions. Distribute the lists to the class and panel.

8. Ask the panel to introduce themselves with their name and their most vivid memory of their first week in middle/junior high school.
9. Proceed with the panel answering the questions on the list.

OBSERVATION NOTES

If a large percentage of the class seems slow in getting started writing their questions, it might be helpful to get them started with some class discussion. Also, if some students appear unusually apprehensive about the subject of going to middle/junior high school, individual or small group follow-ups might be helpful.

Area III- Category M- Competency 33

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT MIDDLE/JUNIOR HIGH SCHOOL

COMPETENCY:	I UNDERSTAND THE CHALLENGES I MAY HAVE IN MIDDLE/JUNIOR HIGH SCHOOL.
TIME:	30 MINUTES
GROUP SIZE:	CLASSROOM GRADE LEVEL: 5 OR 6
MATERIALS:	WORKSHEET : "THE FIRST DAY AT SCHOOL"

"GETTING READY FOR MIDDLE SCHOOL"

INTRODUCTION: Students are often apprehensive about going to Middle School or Junior High School. If they can anticipate positive problems and discuss or role-play situations, they will be less anxious and better prepared.

PROCEDURE:

1. Discuss: You have heard many rumors about Junior High School/Middle School and may be a little fearful. What are some things you have heard?
2. "Let's pretend it's the first day of school next year. What are some things you can do to help yourself feel more comfortable?"
3. Give the students the worksheet "The First Day at School." Have them note which statements they had not thought about. Let them add additional ideas on the back of the paper.
4. Discuss "how to do" some of the statements.
   Examples:
   - a) What should you do to get along with the teachers?
   - b) How would you get to know a new kid?
   - c) What are some ways of staying out of trouble?
5. Discuss the fact that some students will find things difficult while it will be easy for others. For example:

a) A shy person may find it difficult to make new friends.
b) A disorganized person may find it difficult to keep a locker neat or keep track of assignments.
c) A talkative person may find it difficult to listen and behave in class.

Have the class divide into small groups. Encourage each student in the group to state what they might find difficult about adjusting to middle school/junior high. The other group members can give that person suggestions.

6. Reconvene in large group. State: When you move into middle school you will be given a great deal of responsibility. You will now be responsible for yourself and for your actions. It will not be possible to blame others for your behavior. But remember: ____(name of school) will be a very special place because "you" will be there.

OBSERVATION NOTES:

Be alert for students who seem especially fearful and see them individually or in a small group.

THE FIRST DAY AT SCHOOL

Things you can do to help yourself feel more comfortable the first day of school.

-just sit down, be calm
-be quiet, act polite
-go with a friend
-stay with a friend
-talk with people you already know
-try to get along with the teachers
-have your mind on school
-be on your best behavior
-stay out of trouble
-have a friend that is in a higher grade show you around
-ask someone where you are supposed to go
-get to school on time
-listen to the teachers
-don't act big or mess with other people
-don't think about getting scared or worried
-obey the rules
-relax and be calm
-add some ideas of your own

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT MIDDLE/JUNIOR HIGH SCHOOL PLANNING FOR SCHOOL

COMPETENCY: I UNDERSTAND THE CHALLENGE I MAY HAVE IN MIDDLE/JUNIOR HIGH SCHOOL.
I KNOW WHERE TO GET HELP WHEN I HAVE A PROBLEM CONCERNING MIDDLE/JUNIOR HIGH SCHOOL.
I KNOW WHAT WILL BE EXPECED OF ME IN MIDDLE/JUNIOR HIGH SCHOOL.
I KNOW WHAT IS EXPECTED OF ME IN THE NEXT GRADE.
TIME: 2-3 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 5-6
MATERIALS: "JUNIOR HIGH QUESTIONNAIRE" HANDOUT

"MIDDLE/JUNIOR HIGH SCHOOL"

INTRODUCTION: Students have many questions about junior high/middle school with little opportunity to get answers. The more information students have, the more comfortable and prepared they will be to face a new experience.

PROCEDURE:

1. Use one class session to introduce the middle/junior high school the students will be attending.
2. Allow the students time (10-15 minutes) to write down questions they have about junior high/middle school.

    a) Encourage them to ask as many questions as possible.
    b) Tell them no question will be considered a "stupid" question.
    c) Allow anonymity, therefore, do not have them put their names on their papers. (Anonymity appears to make students more comfortable in asking questions).
    d) Collect their papers and tell them all questions will be answered and that each student will eventually receive a copy of all the questions and the answers.

3. From these questions, a master list of questions is to be made by the leader to eliminate duplication of questions.
4. This master list of questions can be divided into categories so that all the questions about a particular topic/concern are placed together. The categories may be:

    a) class schedules/subjects
    b) classroom rules
    c) P.E./sports
    d) extra curricular activities
    e) lockers
    f) lunch
    g) miscellaneous

5. This categorized master list of questions is given to the junior high/middle school counselor to answer. In addition to the questions, the counselor should feel free to include any additional information considered pertinent.
6. A printed copy of all the questions, answers, and additional information (by category) is given to each student to inform him/her about junior high/middle school. A sample page from one such compilation of questions and answers is illustrated by the handout.
7. At least two sessions may be needed to cover the material, especially to stress those areas of greatest concern and/or those suggested by the junior high/middle school counselor.
8. Students are encouraged to share their material/information with their parents.

OBSERVATION NOTES

This activity needs to be done early in the school year to allow the junior high/middle school counselor time to do step five. Check with the junior high/middle school counselor about which areas/questions should be stressed with the students.

JUNIOR HIGH QUESTIONNAIRE

1. Is there a lot of homework?

   In some classes, yes; for other classes, little if any. It depends upon the teacher and what is being taught.

2. Do teachers let you have class time to do your homework?

   Sometimes, but it depends upon the individual teacher. If you are given class time to do homework, USE THAT TIME!!!

3. Is the school work more difficult?

   YES! Some of the difficulty lies in your having to accept responsibility for yourself. It is up to you to get your assignments completed; no one comes running after you to see whether or not you're keeping up. You and your parents will know whether you are in trouble academically when deficiency notices are sent home!

4. How long do we have to do our work?

   If this refers to homework, the time limit is dictated by the teacher making the assignment. You need to pay attention to know when the assignment is due. Most of the teachers will not take late work. Have it ready when it is due!

5. Do you have to take your work home if teachers assign it as homework but you have time to do it in class?

   Ask the teacher!

6. Are more tests given?

   Probably not; you can expect more frequent quizzes to be given, especially "pop" (surprise) quizzes.

7. Are you allowed to chew gum in class? Eat candy and/or food in class?

Teachers decide about the gum. Most say you cannot, but some say you can. It is school policy that does not allow food anywhere except in the cafeteria.

8. How much time is given between classes?

Four to five minutes which is plenty of time!!!

Area III- Category M- Competency 34

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT MIDDLE/JUNIOR HIGH SCHOOL

COMPETENCY: I KNOW WHERE TO GO TO GET HELP WHEN I HAVE A PROBLEM CONCERNING MIDDLE/JUNIOR HIGH SCHOOL.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET: "IN-DIRECTORY"

"GETTING HELP AT MIDDLE SCHOOL"

INTRODUCTION: One of the anxieties students have about entering middle school is that they won't know where to go if they need information or have a problem.

PROCEDURE:

1. Say, "Picture yourself on the first day of school next year. You have just walked in the door with your brand new clothes on, your new supplies in your bag, and your schedule in hand."

   a) How do you feel?
   b) What questions might you have?
   c) What information might you need?
   d) To whom could you go to get the information you need or the answers to your questions?
   e) What would you do if you can't figure out who to ask?
   f) What are some things that you wouldn't ask another student about?
   g) Who would you feel most comfortable talking with?

2. Ask students to complete the worksheet "In-Directory."
3. Discuss with the students which situation would be the most difficult for them: seeking help or information.
4. Are there any other sources of help at middle school we have not mentioned?

OBSERVATION NOTES

Be alert to students who seem very hesitant or anxious about middle school. Talk with them individually or in a small group.

IN-DIRECTORY

Complete the directory boxes by writing names of people you might contact to get the information needed for each situation. You may have more than one contact person for each situation.

SITUATIONS	CONTACT PERSON
1. You are lost and you need directions.	
2. You were not in class and need to know the assignment.	
3. You want to look especially nice for a school activity and need an honest opinion.	
4. You need help with your math assignment.	
5. You have a personal problem and need advice.	
6. You want to organize a new club at school.	
7. You have a problem with the school bully.	
8. You want to know the entry requirements for a certain school.	

Make a list of five conversations you had today. Identify each subject discussed and the contact people involved.

Area III- Category M- Competency 35

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT MIDDLE/JUNIOR HIGH SCHOOL

COMPETENCY: I KNOW WHAT WILL BE EXPECTED OF ME IN MIDDLE/JUNIOR HIGH SCHOOL.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET "GETTING ORGANIZED"

"GETTING ORGANIZED"

INTRODUCTION: One of the major problems students face in adjusting to middle/junior high school is keeping lockers, materials and assignments organized. Giving students tips on organization may prove extremely valuable to them.

PROCEDURE:

1. Discuss with the students: "What are some of the ways in which middle school will be different from elementary school?" The following should be included:

    a) using a locker
    b) changing classes
    c) having many different teachers
    d) more homework
    e) more tests

2. Discuss what it means to be "well-organized." Ask the students to rate themselves on organizational abilities on a 1-5 scale, by holding up that many fingers. (1 being poorest: 5 being very organized.)
3. Distribute the worksheet "Getting Organized." Read the material together with the students.
4. Ask: "Which of the tips included on these pages are things that would help you right now?"
5. Relate the locker tips to keeping a desk clean.

6. Challenge the students to be organized enough to keep these worksheets safe until the last day of school and then keep them with other middle school materials over the summer.
7. For the last 5 minutes of class, allow students to clean out their desks so they look the way they will want their locker to look next year.

OBSERVATION NOTES:

Observe students whose desks and materials are especially disorganized. Make a "clean desk" contract with them and recheck weekly.

GETTING ORGANIZED

Your Locker:

1. Don't be afraid to use your locker--that's why they are there.
2. Plan ahead when you will go to your locker,--go when you have a class that is close by, or when it is on your way somewhere. Don't try to go every period. Most middle schools have a rule for using the locker. This rule is to help you be a good, responsible school citizen.
3. Clean out your locker regularly.
4. Organize your locker--put books in order of your schedule or line them up according to size so you can find them quickly.
5. Try rolling your jacket, so that is doesn't hang in your way or take too much room.
6. When you have an organized plan for your locker, always put things back in that order. Make it habit!

At School:

1. Use a book bag or notebook to carry all your papers and books.
2. Use pocket folders or dividers with tabs in a notebook to keep each subject separate.
3. Use pencil holders to keep up with pencils, pens, or rulers.
4. Write down assignments when they are given in a spiral notebook, or on homework assignment sheets.

At Home:

1. Before studying, always have all your supplies, paper, sharpened pencils, and books ready at your study place.
2. Set aside a regular time to study or review work every night.
3. Choose a quiet, well-lighted place--no loud noises, TV, etc.
4. Make a habit of bringing home your homework folder or notebook with assignment sheet in it every night. Look at it everyday before you leave school to see what homework you have.
5. When you finish with homework put it back in your notebook so it won't get lost or fall out.
6. Before you go to bed, set out all school supplies together in one spot. Decide what you will wear the night before. Since you will be prepared, you won't have to rush in the morning.

Area III- Category O- Competency 37,38,39

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY: I KNOW WHAT IS EXPECTED OF ME IN THE NEXT GRADE.
I KNOW HOW TO MAKE CHOICES AT SCHOOL THAT FIT MY INTEREST AND ABILITIES.
I KNOW THAT LEARNING MATH, READING, AND SCIENCE ARE IMPORTANT IN JOBS AND DAILY LIVING.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: CUMULATIVE RECORD AND ALL PAPERS

"I WRITE MY OWN STORY EACH YEAR I'M IN SCHOOL"

INTRODUCTION: To many students, the cumulative record is a "mystery", something handed from teacher to teacher as the children progress through school. This activity is designed to help students understand they are writing their own story each year based upon their academic performance, behavior, achievement test scores, attendance, and so forth.

PROCEDURE:

1. Discuss the cumulative folder:

    A) The purpose of the folder.
    B) What goes on the folder.
    C) The materials included with the folder.

2. Emphasize the following:

    A) The cumulative folder is the individual student's personal story about their school performance.
    B) Area of the cumulative record
        1) Attendance
        2) Grades (academic performance).

3) Achievement test scores.
4) Credits toward graduation.

3. Explain how a prospective employer might read and get information from the record:

   A) Attendance--Can relate to how much time might be lost on the job.
   B) Grades--Can relate to the quality of your work.
   C) Subjects taken--Can relate to how well you are suited for a specific job.

4. The information may be misinterpreted unless the student is on hand to provide explanations. One example might involve low grades. The student's explanation might be that they weren't feeling well and didn't do their best. Another explanation by the student might be that they didn't work because they didn't like the teacher.

OBSERVATION NOTES

Most employers are interested in (1) attendance and (2) academic performance. Be prepared to stress the importance of these areas to the students.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY:	I KNOW HOW TO MAKE CHOICES AT SCHOOL THAT FIT MY INTERESTS AND ABILITIES.
TIME:	2-20 MINUTE SESSIONS
GROUP SIZE:	CLASS GRADE LEVEL: 5-6
MATERIALS:	LOCAL MIDDLE SCHOOL COURSE CATALOG, WORKSHEETS-"THINGS I LIKE TO DO" AND "THINGS I CAN DO"

"BEING THE BEST"

INTRODUCTION: Students can explore areas that catch their interests. After they have identified their interests they can learn if their abilities match. This will help them recognize areas of study they may like to concentrate on.

PROCEDURE:

1. Session I- Define "interest" and "ability" and write them on the board. Interest: To give special attention to something. Ability: A skill you possess. Discuss with the students how interests and abilities can work together to bring success.
2. Pass out "Things I Like to Do." Allow students five minutes to complete it.
3. Pass out "Things I Can Do." When doing the worksheet, emphasize that these activities are things the students are already good at doing.
4. Encourage the students to compare both lists. Ask them to note what areas are the same on both lists.
5. Session II- Pass out a copy of a local middle school course catalog. Ask students to pick courses that they would like to take in middle school. Emphasize to the students that they should try and take classes they are interested in and that will build upon their personal abilities.

OBSERVATION NOTES

Students who are unable to determine interests and abilities may need individual sessions to expand on this.

"THINGS I LIKE TO DO"

DIRECTIONS: Below you will find a list of some things a young person might like. Place a check mark next to the items you like.

_____to read the newspaper
_____to invent things
_____to write stories
_____art
_____science
_____to work with your hands
_____to talk to people
_____a challenge
_____to talk on the phone
_____plays
_____to be a leader
_____vocal music
_____the zoo
_____to organize things
_____to study water
_____math
_____to watch the birds
_____designing and drawing
_____reading
_____to watch the TV repair person fix the TV
_____photography
_____swimming and fishing
_____act in a school play
_____to be outside
_____English or language arts
_____to be with people
_____to visit auto repair shops
_____to visit large offices and see the computers
_____visiting the library
_____to explore
_____to be challenged
_____to see movies about space
_____to work with tools
_____cooking
_____writing
_____building things
_____camping out

_____working with colors
_____to read about solar energy in houses
_____gym
_____constructing things
_____to study nature
_____cooking
_____operating equipment
_____learning about computers
_____to work indoors
_____working with animals
_____sewing

"THINGS I CAN DO"

DIRECTIONS: Below you will find a list of some things that young people might do. Place a check mark next to the items you can do.

_____work well with others
_____follow written and oral directions
_____write a story
_____usually get what I want
_____look at a person and know what kind of clothes look best
_____write a sentence
_____repair cars and bikes
_____design a set for a play
_____do my math work easily
_____do my science work easily
_____plan activities for others
_____start a project and finish it
_____type
_____watch something happen and explain it to other people exactly as I saw it
_____use a calculator
_____teach or supervise outside sports
_____write a play
_____work with metric numbers
_____listen to someone describe what they want and draw it
_____play a musical instrument
_____convert regular numbers to metric
_____spell correctly
_____perform science experiments
_____fix a broken toy
_____talk to people and explain things carefully
_____keep track of how much money I spend and how much is left
_____take something apart and put it back together again
_____rewrite an advertisement in the newspaper and make it sound better
_____watch fish and observe how they act all day long
_____find solutions to problems faster than my friends
_____spend time with people and not be bored
_____feel very comfortable working outside
_____be creative in most things that I do
_____express myself well when talking to other people

Area III- Category O- Competency 38

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY: I KNOW HOW TO MAKE CHOICES AT SCHOOL THAT FIT MY INTERESTS AND ABILITIES.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: COPIES OF "LOOKING INTO MYSELF" ACTIVITY SHEET FOR EACH STUDENT

"LOOKING INTO MYSELF"

INTRODUCTION: This lesson will help students become aware of choices at school that will fit their interests and abilities as they plan for their future.

PROCEDURE:

1. Begin the lesson by asking students what they plan to be doing four years from now. Encourage them to share their responses orally with the class.
2. Explain that as they go through school and plan for their future, they need to know how to make choices that will fit their interests and abilities.
3. Distribute copies of activity sheet "Looking Into Myself" and allow time for students to complete their answers.
4. Ask students to volunteer to share their responses with the class.
5. Instruct students to turn their paper over and to write on the back what choices they could make at school, based on their interests and abilities. For example: interest in computers-sign up for computer lab time, interest in sports-join teams offered by school, interest in vocal music-join chorus, ability in art-join art clubs.
6. Allow students to share their ideas with the rest of the class so all can hear some choices that perhaps they had not considered.

OBSERVATION NOTES

Be aware of any students who have difficulty expressing ideas about themselves. You may want to follow up with individual guidance.

[redacted]

LOOKING INTO MYSELF

I like:

____

____

I am good at:

____

____

My favorite school subjects are:

____

____

The school subjects that I need to improve in are:

____

____

I dislike:

____

____

I value things that are important to me:

____

____

When I grow up I would like to be a:

____

____

My hobbies/interests are:

____

____

[redacted]

Area III- Category O- Competency 39

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY: I KNOW THAT ALL CLASSES (MATH, READING, SCIENCE, ETC.) ARE IMPORTANT IN JOBS AND DAILY LIVING.
TIME: CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEET

"LANGUAGE ARTS...WHO NEEDS IT?"

INTRODUCTION: Children attend school to acquire reading, writing, and mathematical skills and also attitudes that will help prepare them for assuming an adult or work role.

PROCEDURE:

1. Show students how the valuable communication skills learned in the classroom are vital to careers in reporting, writing, clerical work and other creative areas.
2. Discuss the following careers and how they relate to language arts.

   a) TV Newsperson
   b) Author
   c) Secretary
   d) Teacher

3. Do the activity sheet "Worker Interview Questions" outside of the class to be discussed and presented at the next class session. Ask each student to interview one adult with a job and record their answers.

OBSERVATION NOTES

Watch for students who seem to have difficulty contributing to the class discussion. They may need more individual or small group assistance.

WORKER INTERVIEW QUESTIONS

Asking good questions will increase your knowledge of the work world. You should learn the following questions and use them when you talk to workers on the job or in the classroom.

1. What is the name of your job?
2. What do you do on the job?
3. What education or special training is needed for your job?
4. Are people with your skill generally in demand?
5. What are some qualities needed for job success?
6. What did you learn in school that helps you do this job?

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY: I KNOW THAT ALL CLASSES (MATH, READING, SCIENCE, ETC.) ARE IMPORTANT IN JOBS AND DAILY LIVING.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: WORKSHEETS

"READING...WHO NEEDS IT?"

INTRODUCTION: This lesson looks at school subjects related to real life careers.

PROCEDURE:

1. At the beginning of this lesson point out the necessity for reading skills in careers ranging from a truck driver to an attorney.
2. Allow students time to complete the worksheets "A Look at Myself" and "Occupational Name Search".
3. Discuss their answers. The students may also discuss reading skills that relate to the occupations they listed on the worksheet "Occupational Name Search".

OBSERVATION NOTES

Look for students who appear disinterested and also have difficulty completing the worksheets. Work with them individually or in a small group.

A LOOK AT MYSELF

You need to consider your own personality before you can make a choice as to what kind of career you should choose. How can you do this? The answers to these two questions would be a start:

1. What do I need to know about myself?
2. What and how do I find out?

Information is available from the Guidance Counselor to inform you about:

1. Interests
2. Achievements
3. Aptitudes
4. Personality

The following checklist is designed to stimulate your thinking in this area:

1. Am I the type of person who can follow instructions?

2. Do I like doing a task exactly the same way each time?

3. Do I mind being told how to do a certain task or job?

4. Do I express my ideas clearly, both orally and in writing?

5. Do I enjoy writing?

6. Do I enjoy speaking?

7. Do I enjoy working by myself?

8. Do I enjoy working with others?

9. Do I prefer working outdoors?

10. Do I enjoy meeting new people?

11. Do I enjoy working with my hands?

12. Do I remain calm when:
    a. taking a test in school?
    b. having plans changed?
    c. losing an argument?
    d. losing something important?
    e. participating in sports?

13. Do I enjoy television? Movies? Sports?

14. Do I enjoy school?

15. Do I respect myself?

OCCUPATIONAL NAME SEARCH

Using the alphabet, find and write down at least one job for each letter: (The letter "X" can be contained in the word.)

A____________________________

B____________________________

C____________________________

D____________________________

E____________________________

F____________________________

G____________________________

H____________________________

I____________________________

J____________________________

K____________________________

L____________________________

M____________________________

N____________________________

O____________________________

P____________________________

Q____________________________

R____________________________

S____________________________

T____________________________

U____________________________

V____________________________

W____________________________

X____________________________

Y____________________________

Z____________________________

Area III- Category O- Competency 39

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY: I KNOW THAT ALL CLASSES (MATH, READING, SCIENCE, ETC.) ARE IMPORTANT IN JOBS AND DAILY LIVING.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: "WHY DO I HAVE TO STUDY?" WORKSHEET

"WHY DO I HAVE TO STUDY?"

INTRODUCTION: Students may question why they need to study particular subjects. This lesson is designed to help the student see the relevancy between the subjects taken in school and jobs/careers in the world of work.

PROCEDURE:

1. Introduce this activity by discussing with the class the fact that students do question why they need to study certain subjects. (Elicit from the students reasons they have for studying certain subjects.)
2. Give each student a copy of the worksheet "Why Do I Have to Study?" to complete. (Allow sufficient time to respond to all items.)
3. Ask students to share their answers.

OBSERVATION NOTES

Because the goal of this lesson is to show relevancy between subject matter and jobs, be prepared to focus more attention on items that illustrate this relationship.

WHY DO I HAVE TO STUDY?

Answer the questions below.

1. What kind of work do you think you would enjoy doing when you finish school?

2. What skills would you have to have in order to do this kind of work?

a.__________________________
b.__________________________
c.__________________________
d.__________________________
e.__________________________
f.__________________________

3. In what subjects would you have to do well in school in order to do this kind of work?

a.__________________________
b.__________________________
c.__________________________
d.__________________________
e.__________________________
f.__________________________

4. What skills do you now have that you would like to improve to help you in this kind of work?

a.__________________________
b.__________________________
c.__________________________
d.__________________________

5. What factors would be most important to you in selecting the kind of work you would like to do?

a.__________________________
b.__________________________
c.__________________________
d.__________________________

6. What factors do you feel will be most important to an employer selecting someone for the kind of work you would like to do?

a.__________________________
b.__________________________
c.__________________________
d.__________________________

7. What resources might you use to find out more about the kind of work in which you are interested?

a.__________________________
b.__________________________
c.__________________________
d.__________________________

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY: I KNOW THAT ALL CLASSES (MATH, READING, SCIENCE, ETC.) ARE IMPORTANT IN JOBS AND DAILY LIVING.
TIME: 30-40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: ACTIVITY SHEETS

"EDUCATION...WHO NEEDS IT?"

INTRODUCTION: The purpose of this lesson is to help students relate their school subjects to their daily lives and to the job activities of the people around them.

PROCEDURE:

1. Begin by relating school subjects to the immediate world of the student's family, friends, and relatives. Ask the following questions:
   - a) What jobs do you do around the house for which you need to know any of the subjects you are studying?
   - b) What shows do you watch on TV that show different careers?
2. Discuss the duties and responsibilities of the various careers mentioned above.
3. Ask the students to work on sheets #1 and #2. Allow sufficient time for students to complete the worksheets.
4. Discuss their answers and how the jobs mentioned on the worksheets related to various school subjects.

OBSERVATION NOTES

Look for students who appear disinterested and have difficulty completing the worksheets. Work with them individually or in a small group.

WORK AT HOME WORKSHEET

1. Name the jobs and chores you do at home.

2. Name jobs outside the home that are similar and require the same skills.

3. What do you like about these jobs?

4. What don't you like about these jobs?

5. What other jobs at home would you rather do?

6. How are the jobs or chores at home determined?

   a. Are you paid? ___ yes ___ no

   b. Is your allowance given for doing certain jobs? ___ yes ___ no

   c. What happens if you don't do the chores?__________________

   ____

OCCUPATIONAL PREFERENCE SURVEY

Name______________________________ Age__________
Grade______________________ Boy Girl (Circle one.)
School____

1. List three jobs that you are thinking about:

   a.______________________________
   b.______________________________
   c.______________________________

2. What is your father's or mother's job?____________________

   What does he/she do at his job?________________________
   ____
   ____

3. List jobs that other members of your family hold:

   ____
   ____
   ____

4. If you could have whatever job you wanted, what job would you choose?
   ____

5. What factors influence your attitude toward work? Play? School studies?

   ____
   ____

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL

COMPETENCY:	I KNOW THAT ALL CLASSES (MATH, READING, SCIENCE, ETC.) ARE IMPORTANT IN JOBS AND DAILY LIVING.		
TIME:	30 MINUTES		
GROUP SIZE:	SMALL GROUP OR CLASS	GRADE LEVEL:	4-6
MATERIALS:	NONE		

"JOB SKILLS"

INTRODUCTION: This lesson will help children become more aware of the importance of math, reading, and science for their future.

PROCEDURE:

1. Begin the lesson by asking the class how math, reading, and science are used in daily living. Write their answers on the chalkboard.
2. Give examples of several jobs, asking the students how these jobs would require the use of math, reading, and science. Be sure to use job examples where their use would be obvious such as teacher, chemist, doctor, nurse, pharmacist.
3. Have the students pick a job which interests them. Instruct them to write down how many ways they can think of that math, reading and science would be used in the job they have chosen.
4. Allow the students to share their answers with the class as time permits.
5. End the lesson by summarizing the importance of learning math, reading and science in school.

OBSERVATION NOTES

Be prepared to assign jobs to students who have trouble deciding on an area to write about.

FEEDBACK SHEET

Our effort is to monitor, modify and improve the curriculum while it is being implemented in your classroom guidance lessons. Please contribute what you have found to be more effective, changes or not workable and forward it to the address below.

Please check which applies:

- ☐ Correction of present lesson
- ☐ Modification of present lesson
  (copy of lesson enclosed with modifications)
- ☐ New lesson. Use form provided in Manual page 12
- ☐ Other (state)

Corrections, ie., appropriateness for size, level, ease of implementation, time allocation, clarity of directions or procedures, typing errors.

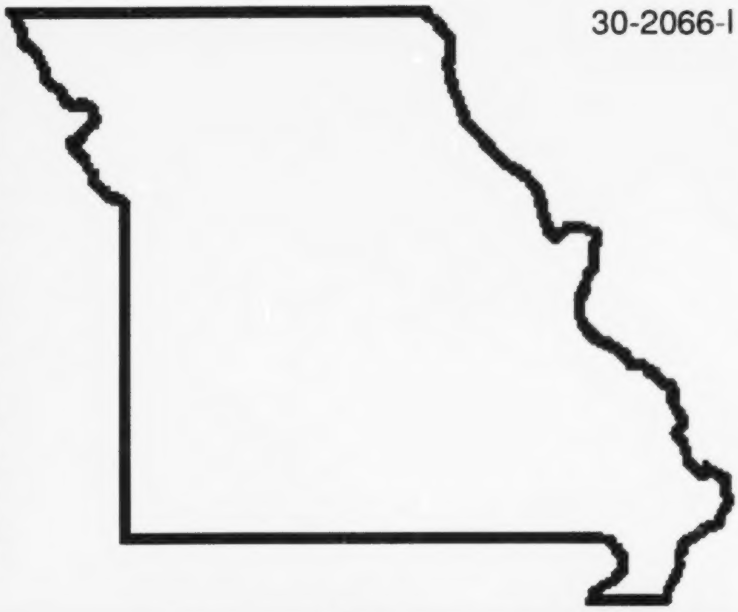
Modifications: Place suggestions, additions or changes directly on the copy of the lesson and in close.

New Lesson: Provide source, an author and all needed worksheets along with the form that is in the Manual in page 12.

Student Support Services Department
Ferguson-Florissant School District
1005 Waterford Dr.
Florissant, MO 63033

30-2066-I

MISSOURI



Guidance Competencies and Academic Learner Outcomes

(Key Skills/Core Competencies)

Guidance Competencies and Academic Learner Outcomes

One way to access the classroom is to show relationships between **guidance competencies** and academic learner outcomes expressed as **key skills/core competencies**. The State of Missouri has developed a list of academic learner outcomes for grades 2 through 10 in language arts/reading/English, mathematics, science, and social studies/civics. A committee of elementary, middle/junior high school, and senior high school counselors reviewed these academic learner outcomes and generated the following list of related guidance competencies and academic learner outcomes for grades 2 through 10. **Guidance competencies** are listed on the left side of each page. Identified, related academic learner outcomes, expressed as **key skills/core competencies**, appear directly across on the right side of each page. Please remember that this list is only a beginning; it does not include all of the possibilities for guidance and academic departmental collaboration.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Grade 2	
Area I-Career Planning & Exploration **Category A—Exploring Careers** **Competency 2** I know about good work habits.	**Language Arts/Reading** **Item G, Competency 10** The learner will prepare legible, attractive copy of written products to share with others and read written work aloud to special audiences.
Area I-Career Planning &Exploration **Category A-Exploring Careers** **Competencies 2,4** I know about good work habits. I know people need to work together.	**Language Arts/Reading** **Item K, Competency 1** The learner will participate in conversations and discussions by listening without interrupting and volunteering information when appropriate.
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competency 4** I know people need to work together.	**Social Studies** **Item J, Competency 1** The learner will exhibit cooperation, compromise and responsible behavior in decision-making discussions.
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competency 4** I know people need to work together.	**Social Studies** **Item J, Competency 2** The learner will participate constructively in decision-making discussions.
Area I-Career Planning & Exploration **Category N-Learning how to use Leisure Time** **Competencies 31,32** I know about different hobbies, sports and activities that I can do in my spare time. I know what I like to do for fun.	**Language Arts/Reading** **Item E, Competency 2** The learner will select and read a variety of materials independently.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self & Others **Category B-Understanding and Accepting Myself** **Competency 7** I know how to express those thoughts and feelings that are important to me.	**Language Arts/Reading** **Item K, Competency 2** The learner will use gestures, volume, tone of voice and inflections to clarify meaning of oral messages.
Area II-Knowledge of Self & Others **Category B-Understanding and Accepting Myself** **Competency 6** I understand and can identify a wide variety of feelings (happy, sad, and mad).	**Social Studies** **Item S, Competency 1** The learner will identify basic emotions (joy, sadness, fear, loneliness, anger, guilt, shame, satisfaction), their causes and likely consequences in specific situations.
Area II-Knowledge of Self & Others **Category F-Making Decisions** **Competencies 13-15** I know that I can make choices. I know how to come up with many possible choices to settle a problem. I know how to look at my decisions and change bad ones.	**Social Studies** **Item J, Competency 1** The learner will exhibit cooperation, compromise and responsible behavior in decision-making discussions.
Area II-Knowledge of Self & Others **Category F-Making Decisions** **Competencies 13-15** I know that I can make choices. I know how to come up with many possible choices to settle a problem. I know how to look at my decisions and change bad ones.	**Social Studies** **Item J, Competency 2** The learner will participate constructively in decision-making discussions.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category H-Understanding & Getting Along with Others** **Competency 18** I understand that all people are not alike.	**Language Arts/Reading** **Item C, Competency 5** The learner will compare and contrast story characters.
Area II-Knowledge of Self & Others **Category K,-Knowing How Drugs & Alcohol Affect Me and My Friends** **Competency 26** I know how to say "NO" to people who try to get me to use drugs and alcohol.	**Language Arts/Reading** **Item H, Competency 2** The learner will evaluate orally presented messages for speaker's purpose and fact or fantasy.
Area II-Knowledge of Self &Others **Category K-Knowing How Drugs & Alcohol Affect Me and My Friends** **Competency 25** I know what drugs are and what they can do to people.	Science **Item D, Competency 8** The learner will describe the short and long term effects on the human body of smoking, alcohol and controlled substances.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 22** I know how to listen.	**Language Arts/Reading** **Item H, Competencies 1,2** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker and keeping hands and feet quiet. The learner will evaluate orally presented messages for speaker's purpose and fact or fantasy.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 23** I know how to ask questions.	**Language Arts/Reading** **Item I, Competencies 1, 3** The learner will speak loudly and distinctly enough to be heard by audience (whether one person or group). The learner will use acceptable language patterns and demonstrate an expanded vocabulary in classroom conversation and discussion.

Grade 3

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning and Exploration Category A-Exploring Careers **Competency 4** I know people need to work together.	**Social Studies** **Item J, Competencies 1, 2** The learner will participate constructively in decision-making discussions (pay attention, keep comments relevant to the issue, be sensitive to what others say, etc.).
Area I-Career Planning and Exploration Category N-Learning How To Use Leisure Time **Competencies 31,32** I know about different hobbies, sports, and activities that I can do in my spare time. I know what I like to do for fun.	**Language Arts/Reading** **Item E, Competency 2** The learner will develop habits of reading a wide variety of literary selections (both fiction and nonfiction) independently.
Area II-Knowledge of Self and Others Category B-Understanding and Acceptable Myself **Competency 7** I know how to express those thoughts and feelings that are important to me.	**Language Arts/Reading** **Item K, Competency 2** The learner will use gestures, volume, tone of voice and inflections to clarify meaning of oral messages.
Area II-Knowledge of Self and Others Category F-Making Decisions **Competencies 13 - 15** I know that I can make choices. I know how to come up with many possible choices to settle a problem. I know how to look at my decisions and change bad ones.	**Social Studies** **Item J, Competencies 1, 2** The learner will participate constructively in decision-making discussions (pay attention, keep comments relevant to the issue, be sensitive to what others say, etc.)

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 26** I know how to say "NO" to people who try to get me to use drugs and alcohol.	**Language Arts/Reading** **Item H, Competency 2** The learner will evaluate orally presented messages for speaker's purpose fact or fantasy.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 22** I know how to listen.	**Language Arts/Reading** **Item H, Competencies 1, 2** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking appropriate questions for clarifications or additional information and incorporating new words into oral vocabulary. The learner will evaluate orally presented messages for speaker's purpose, fact or fantasy, mood or tone. **Item J, Competency 2** The learner will give or follow oral directions of three or more steps clearly and sequentially. **Item K, Competency 1** The learner will participate in conversations and discussions by listening without interrupting, and volunteering information when appropriate.
Area III-Educational and Vocational Development **Category J-Improving Study And Basic Learning Skills** **Competency 23** I know how to ask questions.	**Language Arts/Reading** **Item I, Competencies 1, 3** The learner will speak loudly and distinctly enough to be heard by audience (whether one person or group). The learner will use acceptable language patterns and demonstrate an expanded vocabulary in classroom conversation and discussion.

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GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development Category J-Improving Study and Basic Learning Skills	**Language Arts/Reading**
Competency 24	**Item J, Competency 2**
I know how to start and finish my work well.	The learner will give or follow directions of three or more steps clearly and sequentially.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Grade 4	
Area I-Career Planning and Exploration Category A-Exploring Careers **Competency 3** I know some reasons why people work.	**Social Studies** **Item T, Competencies 1, 2** The learner will indicate how various human needs are met by family, other people and organizations in regions in studied. The learner will compare how human needs are met in various cultures studied in class.
Area I-Career Planning and Exploration Category N-Learning How To Use Leisure Time **Competency 36** I know about different hobbies, sports, and activities that I can do and enjoy doing during my spare time.	**Language Arts/Reading** **Item E, Competency 2** The learner will choose reading when given alternatives during leisure time.
Area II-Knowledge of Self and Others Category B-Understanding And Accepting Myself **Competency 7** I know how to express those thoughts and feelings that are important to me.	**Language Arts/Reading** **Item J, Competency 3** The learner will state and explain personal points of view.
Area II-Knowledge of Self and Others Category B-Understanding And Accepting Myself **Competency 6** I understand how to deal with a wide variety of feelings (happiness, sadness, and anger).	**Social Studies** **Item S, Competency 1** The learner will identify basic emotions (joy, sadness, fear, loneliness, anger, guilt, shame, satisfaction), their causes and likely consequences in specific situations.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills**	**Language Arts/Reading**
Competency 29	**Item D, Competency 5**
I know how to do my best on tests.	The learner will demonstrate effective test-taking strategies.

Grade 5

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning and Exploration **Category A-Exploring Careers** **Competency 3** I know some reasons why people work.	Social Studies **Item T, Competency 1** The learner will indicate how various human needs are met by family, local community and national groups and institutions in the United States.
Area I-Career Planning and Exploration **Category N-Learning How To Use Leisure Time** **Competency 36** I know about different hobbies, sports, and activities that I can do and enjoy doing during my spare time.	**Language Arts/Reading** **Item E, Competency 2** The learner will choose reading when given alternatives during leisure time.
Area II-Knowledge of Self and Others **Category B-Understanding And Accepting Myself** **Competency 7** I know how to express those thoughts and feelings that are important to me.	**Language Arts/Reading** **Item J, Competency 3** The learner will state and explain personal points of view.
Area II-Knowledge of Self and Others **Category B-Understanding And Accepting Myself** **Competency 6** I understand how to deal with a wide variety of feelings (happiness, sadness, and anger).	Social Studies **Item S, Competency 1** The learner will identify in given cases conditions leading to changes in an individual's emotions and the likely consequences.
Area II-Knowledge of Self and Others **Category K-Knowing How Drugs And Alcohol Affect Me And My Friends,** **Competency 30** I know what alcohol and drugs do to a person's body and mind.	Science **Item D, Competency 3** The learner will communicate the short- and long-term effects of smoking, alcohol and controlled substances on the human body.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category P-Learning About Family Responsibilities** **Competency 40** I know how to get along with my parents, step-parents, or guardians.	**Social Studies** **Item I, Competency 1** The learner will compare rights and responsibilities of adults with those of children.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 29** I know how to do my best on tests.	**Language Arts/Reading** **Item D, Competency 5** The learner will demonstrate effective test-taking strategies. **Item J, Competency 2** The learner will recall specific information by relating main idea, sequence of events, details, etc., and synthesize related and unrelated concepts to reach conclusions.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 26,27** I know how to organize my class and home work materials. I can take good notes.	**Language Arts/Reading** **Item D, Competency 3** The learner will organize material for own use by simple note taking and outlining.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 25** I know how to listen and ask questions in class.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.

Grade 6

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates To Classes And Jobs **Competency 15** I know that all classes and jobs are acceptable for females and males.	**Social Studies** **Item S, Competencies 4, 5** The learner will differentiate between roles that are achieved and roles that are assigned. The learner will identify potential problems that may arise when an individual's role expectations are in conflict.
Area II-Knowledge of Self and Others Category B-Understanding and Accepting Myself **Competency 7** I can state my own ideas.	**Language Arts/Reading** **Item J, Competency 3** The learner will state and justify personal points of view. **Item K, Competency 3** The learner will participate effectively in large- and small-group discussion and decision making: take turns speaking; ask well-formulated, relevant questions; engage in effective rebuttal; make statements clearly and effectively; cite specific facts, details and opinions.
Area II-Knowledge of Self and Others Category F-Making Decisions **Competencies 21-26** I know how to identify the real problem when I'm worried or upset. I know how to come up with many possible solutions to a problem. I know what is important to me so I can set goals. I know how to make good decisions.	**Language Arts/Reading** **Item K, Competency 3** The learner will participate effectively in large- and small-group discussion and decision making: take turns speaking; ask well-formulated, relevant questions; engage in effective rebuttal; make statements clearly and effectively; cite specific facts, details and opinions.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
I know how to evaluate my decisions and change bad ones. I know how to accept responsibility for my decisions.	
Area II-Knowledge of Self and Others **Category F-Making Decisions** **Competencies 22-26** I know how to come up with many possible solutions to a problem. I know what is important to me so I can set goals. I know how to make good decisions. I know how to evaluate my decisions and change bad ones. I know how to accept responsibility for my decisions.	**Social Studies** **Item M, Competency 2** The learner will use a rational decision-making process when making or analyzing simple personal economic decisions. This process includes: (a) defining the problem with identification of goals in conflict; (b) listing alternatives; (c) stating and rating criteria; (d) evaluating alternatives; and (e) making a decision with awareness of the trade-offs.
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competencies 27-32** I understand my friends and classmates. I know effective ways of communicating feeling and thoughts. I know how to be a good friend. I know how to get along with both boys and girls. I respect other people even though they may be different. I can talk to someone when I need to.	**Language Arts/Reading** **Item K, Competencies 1-4** The learner will use verbal and nonverbal communication techniques to convey and clarify messages: pauses, gestures, facial expressions, tone of voice, rate of speech, eye contact and voice inflections. The learner will indicate response to feedback from listeners by giving additional clarification, speaking more loudly or softly or slowing rate of speech. The learner will participate effectively in large- and small-group discussion and decision making: take turns speaking; ask well-formulated, relevant questions; engage in effective rebuttal; make statements clearly and effectively; cite specific facts, details and opinions.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will give examples of verbal and nonverbal cues that conflict with or detract from orally presented messages.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 28** I know effective ways of communicating and thoughts.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attentions and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/ /or additional information.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 27** I understand my friends and classmates.	**Language Arts/Reading** **Item G, Competency 1** The learner will explore ideas orally with partners or in groups.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competencies 27-31** I understand my friends and classmates. I know how to be a good friend. I know how to get along with both boys and girls. I respect other people even though they may be different.	**Social Studies** **Item J, Competency 1** The learner will identify ways to promote effective group decision making, and act in accordance with those ways: practice courteous behavior, follow rules and established discussion procedures, listen to others, contribute ideas, suggest alternatives, withhold judgement until important facts are known, and accept decisions of the group once a final decision has been made.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 28** I know effective ways of communicating feelings and thoughts.	**Social Studies** **Item S, Competency 1** The learner will identify in given cases conditions leading to changes in an individual's emotions and the likely consequences.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competency 30** I know how to get along with both boys and girls.	**Social Studies** **Item S, Competency 3** The learner will identify different roles or positions an individual may assume (parent, student, friend, worker, citizen, adults, etc.) and the expected behavior usually attached to each role.
Area II-Knowledge of Self and Others **Category K-Knowing How Drugs and Alcohol Affect Me and My Friends** **Competency 40** I know what the school, police, and courts do to students who do drugs and alcohol	**Language Arts/Reading** **Item I, Competency 1** The learner will relate experiences - real, imaginary and vicarious- in sequential order through spoken or dramatic form.
Area II-Knowledge of Self and Others **Category K-Knowing How Drugs and Alcohol Affect Me and My Friends** **Competency 39** I know what drugs and alcohol do to my body and mind.	**Science** **Item D, Competency 5** The learner will identify and construct a chart depicting the uses of Missouri's major minerals.
Area II-Knowledge of Self and Others **Category K-Knowing How Drugs and Alcohol Affect Me and My Friends** **Competency 40** I know what the school, police, and courts do to students who do drugs and alcohol.	**Social Studies** **Item J, Competency 2** The learner will identify groups or individuals with authority to bring about changes in the school and community.
Area II-Knowledge of Self and Others **Category P-Learning About Family Responsibilities** **Competency 59** I know how to get along with my brother, sister, step-brother, or step-sister.	**Language Arts/Reading** **Item J, Competency 3** The learner will state and justify personal points of view.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competencies 61, 62** I know some things that cause problems in families (moving, divorce, death, or unemployment). I know how to find help when my family has problems.	**Language Arts/Reading** **Item C, Competency 4** The learner will identify and explain cause-effect relationships.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competencies 58-62** I know how to get along with my parents, step-parents or guardians. I know how to get along with my brother, sister, step-brother, or step-sister. I know how to help with family responsibilities. I know some things that cause problems in families (moving, divorce, death, or unemployment). I know how to find help when my family has problems.	**Language Arts/Reading** **Item I, Competency 4** The learner will suggest or portray characters in puppetry, choral reading, oral interpretation, classroom drama and storytelling.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competency 61** I know some things that cause problems in families (moving, divorce, death, or unemployment).	**Social Studies** **Item S, Competency 1** The learner will identify in given cases conditions leading to changes in an individual's emotions and the likely consequences.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category-J Improving Study and Learning Skills** **Competency 34** I know how to listen and ask questions in class.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 34, 36** I know how to listen and ask questions in class. I can take good notes.	**Language Arts/Reading** **Item B, Competency 1** The learner will use contextual clues and/or dictionary to determine meanings of new words and the appropriate meaning or words with multiple meanings.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 33-38** I know how to organize my time. I know how to listen and ask questions in class. I know how to organize my class and homework materials. I can take good notes. I know how to start and finish my assignment well. I know how to do well on tests.	**Language Arts/Reading** **Item D, Competencies 1-7** The learner will select and use appropriate reference sources to obtain information: dictionary, encyclopedia, directories, atlas, almanac, library card catalog, newspapers, textbooks and trade books. The learner will interpret and apply information found in maps, charts, graphs, time lines, diagrams, tables, schedules, etc. The learner will organize material for own use and presentations using simple notetaking and outlining. The learner will demonstrate effective test-taking strategies. The learner will check validity of sources by comparing information from more than one source (copyright date, etc.) The learner will follow multi-step directions. The learner will use appropriate techniques for independent study: adjust reading rate to purpose

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	and difficulty of material; skim and scan when appropriate; preview selections, chapters, books and computer software.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills**	**Language Arts/Reading** **Item G, Competencies 1-9**
Competencies 33-38	The learner will explore ideas orally with partners or in groups.
I know how to organize my time. I know how to listen and ask questions in class.	The learner will gather and process information for composing: determine audience; limit topic; take notes from sources read, from oral presentations or from conducted interviews.
I know how to organize my class and homework materials. I can take good notes. I know how to start and finish my assignment well.	The learner will produce various forms of writing: journals, stories, original poems, autobiographical and biographical pieces, plays, news stories, editorials, directions to complete a product or reach a destination, social notes, persuasive letters, commercials, advertisements and simple reports.
I know how to do well on tests.	The learner will revise compositions to reflect peer suggestions.
	The learner will edit writing for spelling.
	The learner will edit writing for capitalization: names and titles of persons, geographic names and adjective derivatives, main words in title of works and sections of the country.
	The learner will edit writing for punctuation: end punctuation, quotation marks, commas, apostrophes, indentation, and underlining or quoting titles in context.
	The learner will edit written work for correct usage: irregular verb forms, subject-verb agreement, confused pairs (its - it's, are -our, who's-whose, here-hear), double negatives and correct pronoun forms.
	The learner will prepare legible, attractive copy of written products to share with others, and read written work aloud to special audiences.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Grade 7	
Area II-Knowledge of Self & Others Category B-Understanding and Accepting Myself **Competency 11** I understand the physical, social, and emotional changes of growing up.	**Science** **Item E, Competency 6** The learner will infer the effects on physical and emotional development caused by hormonal changes during puberty.
Area II-Knowledge of Self & Others Category F-Making Decisions **Competency 24** I know how to make good decisions.	**Social Studies** **Item I, Competency 2** The learner will distinguish between rights and responsibilities of adults and those of juveniles.
Area II-Knowledge of Self & Others Category H-Understanding and Getting Along With Others **Competency 31** I respect other people even though they may be different	**Language Arts/Reading** **Item H, Competencies 2 , 5** The learner will suspend judgment until speaker has finished speaking. The learner will identify and appreciate the contribution of regional and ethnic speech in enrichment of language.
Area II-Knowledge of Self & Others Category H-Understanding and Getting Along With Others **Competency 31** I respect other people even though they may be different.	**Social Studies** **Item T, Competency 1** The learner will describe the impact of family, religion, government, education, media, the arts, business and other institutions on U.S. culture and other cultures studied.
Area II-Knowledge of Self & Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 39** I know what drugs and alcohol do to my body and mind.	**Science** **Item F, Competencies 7, 8** The learner will predict health effect of continued, long-term use of tobacco, alcohol, and controlled substances.

GUIDANCE COMPETENCIES	**KEY SKILL CORE COMPETENCIES**
	The learner will predict several ways the human immune system would respond to foreign materials.
Area II-Knowledge of Self & Others **Category K-Knowing How Drugs and Alcohol Affect Me and My Friends** **Competency 40** I know what the school, police, and courts do to students who do drugs and alcohol.	**Social Studies** **Item I, Competency 3** The learner will predict likely consequences when citizens do not carry out responsibilities in specific cases.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 35, 37** I know how to organize my class and homework materials. I know how to start and finish my assignment well.	**Language Arts/Reading** **Item D, Competency 4** The learner will develop structures for organizing personal study materials (paper, writing implements, folders, etc.)
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 36** I can take good notes.	**Language Arts/Reading** **Item D, Competency 3** The learner will organize note through outlining or clustering.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 38** I know how to do well on tests.	**Language Arts/Reading** **Item D, Competency 7** The learner will use effective test-taking strategies.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 33** I know how to organize my time.	**Language Arts/Reading** **Item J, Competency 2** The learner will follow or give multi-step directions clearly and sequentially.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 34** I know how to listen and ask questions in class.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker, asking questions for clarification and/or additional information.
Area III-Educational and Vocational Development **Category E-Preparation for Finding Jobs** **Competency 20** I know job interview skills.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking questions for clarification and/or additional information.

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Grade 8

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competency 1** I know how to explore careers in which I may be interested.	**Language Arts/Reading** **Item F, Competency 2** The learner will use library resources to gather information.
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competency 4** I understand the importance of making plans for the future (jobs, vocational technical education, employment and training programs, college, and military).	**Social Studies** **Item N, Competency 3** The learner will describe why businesses or nations strive to increase productivity in specific cases.
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competencies 3, 4** I understand how to prepare for careers in which I may be interested. I understand the importance of making plans for the future (jobs, vocational technical education, employment and training programs, college, and military).	**Social Studies** **Item S, Competencies 3, 4** The learner will identify role experiences of various positions in government, the work place, school and home. The learner will identify consequences of fulfilling or failing to fulfill role expectations.
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competencies 1, 3** I know how to explore careers in which I may be interested. I understand how to prepare for careers in which I may be interested.	**Social Studies** **Item V, Competency 2** The learner will identify resources in the library that may be used to investigate given topics related to history or geography: card catalogs, Readers' Guide, encyclopedias, atlases, periodicals, fiction and nonfiction books.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning & Exploration Category N-Learning How To Use Leisure Time **Competency 48** I know about different hobbies, sports, and activities in which I could get involved.	**Language Arts/Reading** **Item G, Competency 1** The learner will brainstorm and use free writing to generate ideas.
Area I-Career Planning & Exploration Category N-Learning How To Use Leisure Time **Competency 49** I know how to find out which leisure activities are best for me.	**Language Arts/Reading** **Item F, Competency 2** The learner will use library resources to gather information.
Area II-Knowledge of Self and Others Category B-Understanding and Accepting Self **Competency 7** I can state my own ideas.	**Language Arts/Reading** **Item J, Competency 4** The learner will brainstorm and use free writing to generate ideas.
Area II-Knowledge of Self and Others Category B-Understanding and Accepting Self **Competency 5** I understand what is important to me (my value).	**Language Arts/Reading** **Item K, Competency 3** The learner will listen and respond to news broadcasts, editorials, speeches, political appeals, etc., for a variety of purposes: pleasure and enjoyment; directions; intelligent consumer judgments; effective citizenship.
Area II-Knowledge of Self and Others Category F-Making Decisions **Competency 22** I know how to come up with many possible solutions to a problem.	**Language Arts/Reading** **Item G, Competency 1** The learner will brainstorm and use free writing to generate ideas.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competency 27** I understand my friends and classmates.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking questions for clarification and/or additional information.
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competency 29** I know how to be a good friend.	**Language Arts/Reading** **Item H, Competency 2** The learner will suspend judgment until speaker has finished speaking.
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competency 31** I respect other people even though they may be different.	**Language Arts/Reading** **Item H, Competency 5** The learner identify and appreciate the contribution of regional and ethnic speech in enrichment of language.
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competency 28** I know effective ways of communicating feeling and thoughts.	**Language Arts/Reading** **Item K, Competency 1** The learner will use congruent nonverbal cues to emphasize meaning of own message.
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competency 31** I respect other people even though they may be different.	**Social Studies** **Item S, U, Competencies 4, 1** The learner will describe how role expectations of various positions (parent, student, president, etc.) differ, depending on the culture.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will illustrate how people from various cultural backgrounds have developed beliefs, practices and value priorities that sometimes vary profoundly.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competencies 27-32** I understand my friends and classmates. I know effective ways of communicating feeling and thoughts. I know how to be a good griend. I know how to get along with both boys and girls. I respect other people even though they may be different. I can talk to someone when I need to.	**Social Studies** **Item J, Competencies 1, 3, 4** The learner will describe how negotiation, mediation and arbitration are used to resolve conflicts. The learner will identify and use constructive strategies to resolve problems: listen carefully and receptively to ideas of others; ask for clarification and elaboration of others' ideas; state the nature of disagreements; seek areas of agreement; participate in the discussion in ways consistent with parliamentary procedures, etc. The learner will work effectively with others in discussions and in making and carrying out decisions.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competencies 39-44** I know what drugs and alcohol do to my body and mind. I know what the school, police, and courts do to students who do drugs and alcohol. I know how to help a friend who has a problem with drugs and alcohol. I know where to get help for myself when other people try to get me to use drugs or alcohol. I know how the use of drugs and alcohol may affect my relationship with others.	**Social Studies** **Item S, Competencies 1-4** The learner will identify role expectations of various positions in government, the workplace, school and home. The learner will identify consequences of fulfilling or failing to fulfill role expectations. The learner will analyze cases in which the role expectations of an individual are in conflict. (Tell what the problem is, the role expectations that are in conflict and the consequences that could follow, depending on how the problem is handled.) The learner will describe how role expectations of various positions (parent, student, president, etc.) differ, depending on the culture.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competencies 58, 59** I know how to get along with my parents, step-parents or guardians. I know how to get along with my brother, sister, step-brother, or step-sister.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking questions for clarification and/or additional information.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competencies 58, 59** I know how to get along with my parents, step-parents or guardians. I know how to get along with my brother, sister, step-brother, or step-sister.	**Language Arts/Reading** **Item H, Competency 2** The learner will suspend judgment until speaker has finished speaking.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competency 58** I know how to get along with my parents, step-parents or guardians.	**Language Arts/Reading** **Item K, Competency 1** The learner will use congruent nonverbal cues to emphasize meaning of own message.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competency 61** I know some things that cause problems in families (moving, divorce, death, or unemployment.	**Language Arts/Reading** **Item B, Competency 4** The learner will translate slang expressions into standard English.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category P-Learning About Family Responsibilities** **Competency 60** I know how to help with family responsibilities.	**Social Studies** **Item J, Competency 4** The learner will work effectively with others in discussions and in making and carrying out decisions. **Item S, Competency 1** The learner will identify role expectations of various positions in government, the workplace, school and home.
Area II-Knowledge of Self and Others **Category P-Learning About Family Responsibilities** **Competency 62** I know how to find help when my family has problems.	**Social Studies** **Item S, Competency 3** The learner will analyze cases in which the role expectations of an individual are in conflict. (Tell what the problem is, the role expectations that are in conflict and the consequences that could follow, depending on how the problem is handled.)
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 34** I know how to listen and ask questions in class.	**Language Arts/Reading** **Item H, Competencies 1-6** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking questions for clarification and/or additional information. The learner will suspend judgment until speaker has finished speaking. The learner will identify speaker's purpose, point of view and method of appealing to an audience (exaggeration, prejudice, propaganda techniques, emotion, humor, etc.) The learner will gather and process information for writing from oral presentations.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will identify and appreciate the contribution of regional and ethnic speech in enrichment of language. The learner will respond empathetically to oral performances and presentations of literature and drama.
Area III-Educational and Vocational Development **Category M-Learning From Friends And Others About High School** **Competency 47** I know what will be expected of me in high school.	**Language Arts/Reading** **Item D, Competency 4** The learner will use effective test-taking strategies.
Area III-Educational and Vocational Development **Category M-Learning From Friends And Others About High School** **Competencies 45-47** I understand the challenges students have in high school. I know where to go to get help when I have a problem concerning high school. I know what will be expected of me in high school.	**Language Arts/Reading** **Item J, Competency 1** The learner will will formulate questions that require answers beyond the literal level.
Area III-Educational and Vocational Development **Category O-Planning For School And Beyond** **Competencies 51, 52, 53, 55, 56** I understand high school credits and graduation requirements.	**Language Arts/Reading** **Item C, Competency 9** The learner will make inferences, predict outcomes, form generalizations and conclusions supported with facts.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
I know how to select high school courses that help meet my needs, interest and career goals. I know how academic skills such as math, reading, and science relate to my career goals. I understand how completing high school with better prepare me for the job market. I understand how completing high school will better prepare me to continue my education (vocational technical education, military and college).	
Area III-Educational and Vocational Development **Category E-Preparation For Finding Jobs**	**Language Arts/Reading**
Competency 20	**Item I, Competencies 3, 4**
I know job interview skills.	The learner will use appropriate tone of voice, volume and pattern of speech for oral reading, storytelling or dramatizations. The learner will use conventional pronunciations for standard English in the classroom.

Grade 9

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning and Exploration Category A-Planning and Developing Careers **Competency 3** I know how to explore careers in a specific area in which I am interested.	**Language Arts/Reading** **Item F, Competency 3** The learner will use the library as a source of primary and secondary information.
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competencies 17, 18** I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the opposite sex. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the opposite sex.	**Language Arts/Reading** **Item K, Competency 3**
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competency 20** I understand how being male or female affects my career choices.	**Social Studies** **Item S, Competencies 1, 5** The learner will identify role expectations connected with various positions in the community, workplace, government, home and school. The learner will identify examples, causes and consequences of prejudice and discrimination.
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competency 15**	**Social Studies** **Items S, Competency 1** The learner will identify role expectations connected with various positions in the

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
I know about jobs that are usually filled by the opposite sex but are available to both sexes.	community, workplace, government, home and school.
Area I-Career Planning and Exploration Category D-Making Decisions About College **Competencies 21, 24, 26, 27** I know about various colleges and what they offer. I know how to choose colleges that would help prepare me for a specific career. I know which majors would prepare me for specific careers and the future of those careers. I know how to obtain scholarship and financial aid information.	**Language Arts/Reading** **Item F, Competency 3** The learner will use the library as a source of primary and secondary information.
Area I-Career Planning and Exploration Category D-Making Decisions About College **Competencies 22, 24** I know how to pick a college. I know how to choose colleges that would help prepare me for a specific career.	**Language Arts/Reading** **Item H, Competencies 4, 6, 7** The learner will receive and evaluate material critically by making judgments about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism ,etc. The learner will compare and evaluate oral information using multiply sources. The learner will evaluate and use mass media as sources of information.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along with Others **Competency 48** I can understand others.	**Language Arts/Reading** **Item H, Competency 3** The learner will identify a speaker's purpose method of appeal to an audience (humor , wit, emotions, propaganda techniques, pathos, etc.).

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along with Others **Competency 53** I respect other people whose views differ from mine.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. **Item I, Competency 2** The learner will identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along with Others **Competency 48** I can understand others.	**Social Studies** **Item S, Competency 2** The learner will identify factors that explain why people conform to or deviate from socially accepted behavior.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs And Alcohol Affect Me and My Friends **Competency 69** I know how to help a friend who has a problem with drugs or alcohol.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
Area II-Knowledge of Self and Others Category P-Learning About Marriage and Family Responsibilities **Competency 97** I know about the kinds of decisions and difficulties I will face as a parent.	**Social Studies** **Item S, Competency 4** The learner will identify ways parents can help their children become competent, responsible, creative adults.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Basic Skills and Study/Learning Skills** **Competency 61** I know how to improve writing, speaking, listening, and math skills.	**Language Arts/Reading** **Item B, Competencies 4, 5** The learner will cite examples of cultural or ethnic dialect and explain how these enrich the passage. The learner will add to basic sight vocabulary from a variety of sources. **Item C, Competencies 1-12** The learner will state the them of a short story or novel, taking into account resolution of conflict, mood and setting. The learner will identify methods of characterization including physical description of character, what the character says, what other characters say about him/her and the character's thoughts and actions. The learner will detect plotting structures (flashback, foreshadowing, exposition, climax and resolution). The learner will cite examples of and explain irony, sarcasm, puns and metaphorical language. The learner will differentiate among prose (fiction-nonfiction), poetic and dramatic forms. The learner will identify the author's thesis, bias, and purpose; explain how these influence the selection. The learner will justify the inclusion of characters; scenes and details in a literary work; tell how these relate to the author's purpose. The learner will tell how a work of literature relates to its cultural and social context. The learner will identify and explain cause-effect relationships. The learner will identify main idea and supporting details.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will make inferences and generalizations from specific details. The learner will evaluate the effectiveness of examples and illustrations in contributing to meaning. **Item G, Competencies 1-11** The learner will use various prewriting strategies: research discussion, brainstorming, clustering and visual media. The learner will write in a variety of modes of discourse (personal, expository, persuasive, narrative, descriptive) for a variety of audiences and purposes. The learner will construct paragraphs using appropriate paragraphs patterns: topic sentences, illustrations, facts and figures, quotes, examples, comparisons and contrasts or definition. The learner will revise sentences within paragraphs using the techniques of revision: add, delete, substitute, combine and rearrange. The learner will share the paper with peer group and/or teacher for constructive suggestions; revise and present the paper for second content evaluation. The learner will edit writing for correct spelling, standard usage and complete sentences. The learner will edit capitalization guided by convention. The learner will edit punctuation: quote within a quote, apostrophes, dashes, colons, semicolons, ellipses and parentheses. The learner will expand vocabulary for writing; use vivid verbs and specific nouns.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will edit writing for subject-verb agreement, pronoun referents, sentence fragments, consistency of tense and point of view, appositions and smooth transitions.
	The learner will proofread and publish written work to share with special audiences.
	Item H, Competencies 1-7
	The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
	The learner will analyze qualities of a speaker's language and delivery: imagery, word choice, transitional devices and purposeful repetition.
	The learner will identify a speaker's purpose and method of appeal to an audience (humor, wit, emotion, propaganda techniques, pathos, etc.)
	The learner will receive and evaluate material critically by making judgements about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism, etc.
	The learner will adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker.
	The learner will compare and evaluate oral information using multiple sources.
	The learner will evaluate and use mass media as sources of information.
	Item J, Competencies 1-3
	The learner will identify and remedy speech qualities (diction, rate, volume, pitch) that need self-improvement.
	The learner will identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will perform prose, poetry or drama effectively for various audiences. **Item I, Competencies 1-5** The learner will give or follow oral directions requiring periods of time between steps. The learner will analyze own speaking techniques for overstatements, ambiguity and irrelevant material. The learner will present an impromptu talk on a familiar subject. The learner will prepare and present a speech: include introduction; use supporting details and conclusions; stay within time limits; present information relevant to the topic; use transitions between ideas effectively. The learner will take a position based on evidence and defend it using logical argument.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 63** I know how to improve my test-taking skills.	**Language Arts/Reading** **Item D, Competency 7** The learner will apply effective test-taking strategies. **Item K, Competencies 1-5** The learner will identify points to be questioned in a formal presentation or in conversation and discussion. The learner will use content and nonverbal cues in evaluating effectiveness of a presentation. The learner will defend or modify a point of view when confronted with ideas of others. The learner will demonstrate effective interview skills. The learner will conduct an opinion poll.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 64** I know how to develop learning habits and skills that I can use throughout life.	**Language Arts/Reading** **Item E, Competencies 3, 4** The learner will recognize and appreciate the aesthetic and humanizing aspects of literature. The learner will select and share an increasing variety of materials (science fiction, fantasy, drama, lyric and narrative poetry, ethnic literature and works with foreign settings. **Item H, Competency 6** The learner will compare and evaluate oral information using multiple sources.
Area III-Educational and Vocational Development **Category E-Preparation For Finding Jobs** **Competency 31** I know what to do during a job interview.	**Language Arts/Reading** **Item K, Competency 4** The learner will demonstrate effective interview skills. **Item H, Competencies 1, 5** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. The learner will adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker. **Item J, Competency 2** The learner will analyze own speaking techniques for overstatements, ambiguity and irrelevant material.
Area III-Educational and Vocational Development **Category F-Making Decisions** **Competency 35** I can make decisions.	**Language Arts/Reading** **Item J, Competency 5** The learner will take a position based on evidence and defend it using logical argument.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category G-Learning Consumer and Homeowner Skills** **Competencies 41-46** I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.) I know about the kinds of daily expenses that I will face in life. I understand credit purchases and installment buying. I know how to budget, spend, and invest my money wisely. I have increased my knowledge about such items as cars, stereo systems, and appliances. I know and understand the necessary steps in renting or buying a home.	**Mathematics** **Item H, Competency 3** The learner will investigate problems involving personal finance.
Area III-Educational and Vocational Development **Category G-Learning Consumer and Homeowner Skills** **Competencies 41, 42** I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.) I know about the kinds of daily expenses that I will face in life.	**Language Arts/Reading** **Item O, Competency 3** The learner will identify costs and benefits for individuals and businesses of various government regulations dealing with health, safety, fairness and equity.

Grade 10

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
Area I-Career Planning and Exploration Category A-Planning and Developing Careers **Competency 2** I know about possible careers and the world of work.	**Language Arts/Reading** **Item E, Competency 6** The learner will explore career opportunities from print and nonprint sources.
Area I-Career Planning and Exploration Category A-Planning and Developing Careers **Competency 3** I know how to explore careers in a specific area in which I am interested.	**Language Arts/Reading** **Item F, Competency 3** The learner will use the library as a source of primary and secondary information.
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competencies 17, 18** I can handle adult disapproval, hostility, opposition if I have an interest in or choose a course usually taken by the opposite sex. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the opposite sex.	**Language Arts/Reading** **Item K, Competency 3** The learner will defend or modify a point of view when confronted with ideas of others.
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competencies 15,20** I know about jobs that are usually filled by the opposite sex but are available to both sexes.	**Social Studies** **Item S, Competency 1** The learner will identify role expectations connected with various positions in the workplace, government, home and school.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
I understand how being male or female affects my career choices.	
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competency 20** I understand how being male or female affects my career choices.	**Social Studies** **Item S, Competency 5** The learner will describe prejudice and discrimination, their causes and consequences.
Area I-Career Planning and Exploration Category D-Making Decisions About College **Competencies 22, 27** I know how to pick a college. I know how to obtain scholarship and financial aid information.	**Social Studies** **Item H, Competencies 4, 6, 7** The learner will receive and evaluate material critically by making judgments about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism, etc. The learner will compare and evaluate oral information using multiple sources. The learner will evaluate and use mass media as sources of information.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 53** I respect other people whose views differ from mine.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. **Item I, Competency 2** The learner will identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 48** I can understand others.	**Language Arts/Reading** **Item H, Competency 3** The learner will identify a speaker's purpose method of appeal to an audience (humor, wit, emotion, propaganda techniques, pathos, etc.)
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 48** I can understand others.	**Social Studies** **Items S, Competency 2** The learner will identify factors that explain why people conform to or deviate from socially accepted behavior. **Item U, Competencies 1, 2** The learner will explain major features of family structure, religion, politics, economics, technology and art forms in cultures studied. The learner will cite examples illustrating how people of different cultures have common fundamental needs but use different ways of meeting those needs.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 69** I know how to help a friend who has a problem with drugs or alcohol.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 67** I know the physical and mental effects of drugs and alcohol.	**Science** **Item B, Competency 3** The learner will classify the hazards and benefits of controlled substances such as stimulants, depressants, hallucinogens and narcotics.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category P-Learning About Marriage and Family Responsibilities** **Competency 97** I know about the kinds of decisions and difficulties I will face as a parent.	**Social Studies** **Item S, Competency 4** The learner will identify ways parents can help their children become competent, responsible, creative adults.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 61** I know how to improve writing, reading, speaking, listening, and math skills.	**Language Arts/Reading** **Item B, Competency 4** The learner will add to basic sight vocabulary from a variety of sources. **Item C, Competencies 1-14** The learner will state the them of short story or novel, taking into account resolution of conflict, mood and setting. The learner will identify the author's thesis, bias and purpose; explain how these influences the selection. The learner will compare chronology of events in works of literature with other happenings of the time. The learner will identify and explain cause-effect relationships. The learner will identify and describe attributes of characters in a short story, novel or drama. The learner will identify the main idea and supporting details. The learner will detect plotting structures (flashback, foreshadowing, etc.) The learner will use text to predict future events and outcomes. The learner will identify underlying assumptions of a passage by drawing valid conclusions.

The learner will differentiate among prose, poetic and dramatic forms.

The learner will cite examples of and explain satire, irony, puns and figures of speech.

The learner will compare and contrast styles of writing used in various reading selections.

The learner will evaluate the effectiveness of examples and illustrations in contributing to meaning.

The learner will make inferences, predict outcomes, form generalizations and conclusions and support with facts.

Item G, Competencies 1-10

The learner will construct and execute workable plans for producing various types of writing: personal, expository, narrative, and descriptive.

The learner will construct paragraphs using appropriate patterns: topic sentences, illustrations, facts and figures, quotes, examples, comparisons and contrasts or definitions.

The learner will revise sentences within paragraphs using the techniques of revision: add, delete, substitute, combine and rearrange.

The learner will share the paper with the peer group and/or teacher for constructive suggestions; rewrite and present the paper for conceptual content evaluation.

The learner will edit writing for correct spelling, complete sentences, variety of sentence structure and usage.

The learner will edit capitalization guided by convention: lower case or capital letters consistent throughout writing (TV-tv, A.M. - a.m.); capitalization as rhetorical device for layout or effect; lower case for types of kinds (zinnia, king cobra); lower case for terms that have become generic (coke, kleenex).

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
	The learner will edit punctuation: title within a title; titles with subtitles; dashes, colons, semicolons, ellipses, parentheses; quotations from poetry; incorporation of long and short quotes.
	The learner will expand writing vocabulary.
	The learner will edit writing for apposition, parallelism and smooth transitions.
	The learner will produce attractive, legible written work to share with special audiences.
	Item H, Competencies 1-7
	The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
	The learner will analyze qualities of a speaker's language and delivery: imagery, word choice, transitional devices and purposeful repetition.
	The learner will identify a speaker's purpose and method of appeal to an audience (humor, wit, emotion, propaganda techniques, pathos, etc.)
	The learner will receive and evaluate material critically by making judgments about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism, etc.
	The learner will adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker.
	The learner will compare and evaluate oral information using multiple sources.
	The learner will evaluate and use mass media as sources of information.
	Item I, Competencies 1-3
	The learner will identify and remedy speech qualities (diction, rate, volume, pitch) that need self-improvement.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
	The learner will identify differences in the speaker's opinions and those of listeners and adjust responses accordingly. The learner will perform prose, poetry, or drama effectively for various audiences. The learner will give or follow oral directions requiring periods of time between steps. **Item J, Competencies 1-5** The learner will analyze own speaking techniques for overstatements, ambiguity and irrelevant material. The learner will present an impromptu talk on a familiar subject. The learner will prepare and present a speech: include introduction; use supporting details and conclusions; stay within time limits; present information relevant to the topic; use transitions between ideas effectively. The learner will take a position based on evidence and defend it using logical argument.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 63** I know how to improve writing, reading, speaking, listening, and math skills.	**Language Arts/Reading** **Item D, Competency 7** The learner will apply effective test-taking strategies. **Item K, Competencies 1-5** The learner will identify points to be questioned in a formal presentation or in conversation and discussion. The learner will use content and nonverbal cues in evaluating effectiveness of a presentation. The learner will defend or modify a point of view when confronted with ideas of others.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
	The learner will demonstrate effective interview skills. The learner will conduct an opinion poll.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 64** I know how to develop learning habits and skills that I can use throughout life.	**Language Arts/Reading** **Item E, Competency 4** The learner will choose to read a library book during free time. **Item H, Competency 6** The learner will compare and evaluate oral information using multiple sources.
Area III-Educational and Vocational Development **Category E-Preparation For Finding Jobs** **Competency 31** I know what to do during a job interview.	**Language Arts/Reading** **Item K, Competency 4** The learner will demonstrate effective interview skills. **Item H, Competencies 1, 5** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. The learner will adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker. **Item J, Competency 2** The learner will analyze own speaking techniques for overstatements, ambiguity and irrelevant material.
Area III-Educational and Vocational Development **Category E-Preparation For Finding Jobs** **Competencies 31, 32**	**Language Arts/Reading** **Item G, Competency 10** The learner will produce attractive, legible written work to share with special audiences.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
I can complete application forms properly. I can develop a resume (personal information sheet for employers).	
Area III-Educational and Vocational Development **Category I-Finding Jobs** **Competencies 55-58, 60** I know what jobs are available locally. I know how to find part-time work or summer work. I know how to find a full-time job after graduation. I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs. I know the benefits, working conditions, and opportunities for advancement in jobs.	**Language Arts/Reading** **Item E, Competency 6** The learner will explore career opportunities from print and nonprint sources.
Area III-Educational and Vocational Development **Category F-Making Decisions** **Competency 35** I can make decisions.	**Language Arts/Reading** **Item J, Competency 5** The learner will take a position based on evidence and defend it using logical argument.
Area III-Educational and Vocational Development **Category F-Making Decisions** **Competencies 38, 40** I know how to get along in a changing world. I can come up with many possible solutions to a problem.	**Social Studies** **Item E, Competency 6** The learner will analyze contemporary problems in the light of their historical development and complexity, and propose solutions to them. Such problems include: population growth placing strains on essential resources, changing relationships among dominant and minority groups in the United States and in other cultures studied, pollution of various sorts, severe poverty in some places, and

Guidance Competencies	Key Skills Core Competencies
	security of nations, including that of the United States and other nations in the nuclear age.
Area III-Educational and Vocational Development **Category F-Making Decisions** **Competency 35** I can make decisions.	**Social Studies** **Item L, Competency 4** The learner will ask appropriate questions the information needed to make decisions concerning social, political and economic issues.
Area III-Educational and Vocational Development **Category G-Learning Consumer and** **Competencies 43, 46** I understand credit purchases and installment buying. I know and understand the necessary steps in renting or buying a home.	**Mathematics** **Item H, Competency 1** The learner will solve banking problems involving compound interest.
Area III-Educational and Vocational Development **Category G-Learning Consumer and** **Competencies 42, 44** I know about the kinds of daily expenses that I will face in life. I know how to budget, spend, and invest my money wisely.	**Mathematics** **Item H, Competency 5** The learner will prepare a personal budget given appropriate information.
Area III-Educational and Vocational Development **Category G-Learning Consumer and** **Competency 41** I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.)	**Social Studies** **Item I, Competency 4** The learner will indicate how rights and responsibilities of citizens change with age and position (drive of vehicle, spouse, parent, employee, party to contract, voter, etc.).

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 22** I know how to listen.	**Language Arts/Reading** **Item J, Competency 2** The learner will give or follow oral directions of three or more steps clearly and sequentially. **Item K, Competency 1** The learner will participate in conversations and discussions by listening without interrupting and volunteering information when appropriate.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 24** I know how to start and finish my work well.	**Language Arts/Reading** **Item J, Competency 2** The learner will give or follow oral directions of three or more steps clearly and sequentially.
Area III-Educational and Vocational Development **Category M-Learning From Friends in And Others About School** **Competency 30** I know what will be expected of me in my school.	**Social Studies** **Item S, Competency 2** The learner will indicate how children learn (a) skills used daily, (b) attitudes toward experiences in daily life and (c) ways of behaving in various settings.